DOCUMENT RESUME

ED 073 867 RC 006 817

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TITLE Manitoba High School Students and Drop-Outs.
INSTITUTION Manitoba Dept. of Agriculture, Winnipeg.
PUB DATE [65]
NOTE 108p.

EDRS PRICE MF-$0.65 HC-$6.58
DESCRIPTORS Academic Achievement; *Dropout Research; *Educational Objectives; *High School Students; Intelligence Quotient; Labor Force; *Occupational Aspiration; *Rural Areas; Socioeconomic Status; Tables (Data)
IDENTIFIERS *Manitoba

ABSTRACT

Three generalized variables were posited as being of major importance in structuring the aspirations of high school youths: the knowledge held by the youth with regard to the various occupational roles, the manner in which the various occupational alternatives were evaluated by him, and the self-evaluation by the student in which he assessed the likelihood of successful performance in the various roles. Four variables--level of occupational aspiration, level of educational aspiration, socioeconomic status, and intelligence--were measured for 1,844 students and 408 dropouts. Major findings were that the best predictor of both aspirational variables was past academic performance followed by measured intelligence, that there were strong relationships between staying in school and levels of occupational and educational aspirations, that a close relationship existed between staying in school and the ability of the individual respondents as indicated by both measured intelligence and past academic performance, and that substantial relationships were revealed between staying in school and a variety of family characteristics. An analysis of the data was presented in tabular form. (PS)

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HIGH SCHOOL STUDENTS AND DROP-OUTS

Emmit F. Sharp
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Manitoba Department of Agriculture

EC006817

ACKNOWLEDGEMENTS

The authors are indebted to several persons for their contributions to this report.

Mr. Leonard Seimens, Associate Professor at The University of Manitoba and his assistants made a significant contribution in gathering, tabulating and analyzing some of the data used in this and earlier reports.

The Manitoba Departmant of Education, specifically Mr. R.W. Lightly, co-operated in every possible manner during the study. The whole hearted support of the high school principals, teachers and students made the gathering of the data a pleasure.

Finally, funds for conducting this research were provided through the A.R.D.A. Agreement.

Appreciation of the authors is extended to all who have assisted in this study.

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[1965]

TABLE OF CONTENTS

	Page
INTRODUCTION	1
Some Results of Past Research	2
Theoretical Perspective	2
Scope of the Report	5
SAMPLING AND METHODOLOGY	7
The Sample Areas	7
Construction of the Questionnaire	7
Measurement of Key Variables	8
Administration of Student Questionnaire	9
Administration of Drop-out Questionnaire	9
Analytical and Statistical Procedures	11
ANALYSIS OF DATA	13
Relationship Between Dependent Variables	13
Measured Intelligence	13
Past Academic Performance	14
Sample Area	15
Size of Place of Residence	16
Family Socioeconomic Status	16
Prestige Level of Father's Occupation	17
Educational Achievement of Parents	18
Parental Encouragement	19
Number of Schools Attended	19
Ethnic Background	20
Religious Background and Participation	21
Work Experience	22
Type of Home	23
Teacher's Encouragement	24
Extra-Curricular Activities	24
Self-Rating of Leadership Ability	25
Educational Status of Friends	26
Summary	27

TABLE OF CONTENTS (Cont'd)

	Page
COMPARISON OF STUDENTS AND DROP-OUTS	31
Introduction	31
Relationship to Aspirational Variables	31
Measured Intelligence	32
Past Academic Performance	32
Sample Area	32
Size of Place of Residence	33
Family Socioeconomic Status	33
Prestige Level of Father's Occupation	33
Educational Achievement of Parents	33
Parental Encouragement	34
Number of Schools Attended	35
Ethnic Background	35
Religious Background and Participation	35
Work Experience	36
Teacher's Encouragement	36
Type of Home	37
Extra-Curricular Activities While in School	37
Self-Rating of Leadership Ability	37
Educational Status of Friends	37
Summary	38
SUMMARY AND IMPLICATIONS OF THE STUDY	40
Summary	40
Implications for Program Planning	41

LIST OF TABLES

Table		Page
1	Percent Distribution by Sex and Level of Occupational Aspirations	4
2	Percent Distribution of Sample Students by Sex and Level of Educational Aspirations	5
3	Percent Distribution of Questionnaire Responses of Grade XI and XII Students by Sample Area	10
4	Percent Distribution of Responses to Drop-out Questionnaire by Sample Area	11
5	Summary of Relationships of Independent Variables to L.O.A.	29
6	Summary of Relationships of Independent Variables to L.E.A.	30
7	Summary of Relationships of Independent Variables to Staying in or Dropping Out of School	39

APPENDIX

Table		Page
1a, 1b	Percent Distribution of Male and Female Students by Level of Occupational Aspirations and Level of Educational Aspirations	45
2a, 2b, 2c, 2d	Percent Distribution of Male and Female Students by L.O.A., L.E.A. and Measured Intelligence	46 - 47
3a, 3b, 3c, 3d	Percent Distribution of Male and Female Students by L.O.A., L.E.A. and Mean Examination Scores	48 - 49
4a, 4b, 4c, 4d	Percent Distribution of Male and Female Students by L.O.A., L.E.A. and Sample Area	50 - 51
5a, 5b, 5c, 5d	Percent Distribution of Male and Female Students by L.O.A., L.E.A. and Size of Place of Residence	52 - 53
6a, 6b, 6c, 6d	Percent Distribution of Male and Female Students by L.O.A., L.E.A. and Socioeconomic Status	54 - 55
7a, 7b, 7c, 7d	Percent Distribution of Male and Female Students by L.O.A., L.E.A. and Father's Occupation	56 - 57
8a, 8b, 8c, 8d	Percent Distribution of Male and Female Students by L.O.A., L.E.A. and Father's Education	58 - 59
9a, 9b, 9c, 9d	Percent Distribution of Male and Female Students by L.O.A., L.E.A. and Mother's Education	60 - 61
10a, 10b, 10c, 10d	Percent Distribution of Male and Female Students by L.O.A., L.E.A. and Father's Encouragement	62 - 63
11a, 11b, 11c, 11d	Percent Distribution of Male and Female Students by L.O.A., L.E.A. and Mother's Encouragement	64 - 65
12a, 12b, 12c, 12d	Percent Distribution of Male and Female Students by L.O.A., L.E.A. and No. of Schools Attended 1 to 8	66 - 67
13a, 13b, 13c, 13d	Percent Distribution of Male and Female Students by L.O.A., L.E.A. and No. of Schools Attended 9 to 12	68 - 69
14	Percent Distribution of Male Students by L.E.A. and Ethnic Background	70
15a	Percent Distribution of Male Students by L.O.A. and Religious Denomination	71
15b, 15c	Percent Distribution of Male and Female Students by L.E.A. and Religious Denomination	72

APPENDIX (Cont'd)

Table		Page
16a, 16b	Percent Distribution of Male and Female Students by L.O.A. and Religious Practice	73
17	Percent Distribution of Female Students by L.E.A. and Employment Away from Home	74
18	Percent Distribution of Male Students by L.E.A. and Type of Home	74
19a, 19b	Percent Distribution of Male Students by L.O.A., L.E.A. and Teacher's Encouragement	75
19c	Percent Distribution of Female Students by L.E.A. and Teacher's Encouragement	75
20a, 20b, 20c, 20d	Percent Distribution of Male and Female Students by L.O.A., L.E.A. and Extra-Curricular Activities	76 - 77
21a, 21b, 21c, 21d	Percent Distribution of Male and Female Students by L.O.A., L.E.A. and Self-Rating of Leadership Ability	78 - 79
22a, 22b	Percent Distribution of Male Students by L.O.A., L.E.A. and Best Friend's Education	80
23a, 23b	Percent Distribution of Male Students by L.O.A., L.E.A. and Education of Most Friends	81
24a, 24b	Percent Distribution of Male - Female Students and Drop-outs by L.O.A.	82
25a, 25b	Percent Distribution of Male - Female Students and Drop-outs by L.E.A.	83
26a, 26b	Percent Distribution of Male - Female Students and Drop-outs by Measured Intelligence	84
27a, 27b	Percent Distribution of Male - Female Students and Drop-outs by Mean Examination Scores	85
28a, 28b	Percent Distribution of Male - Female Students and Drop-outs by Size of Residence While in School	86
29a, 29b	Percent Distribution of Male - Female Students and Drop-outs by Socioeconomic Status	87
30a, 30b	Percent Distribution of Male - Female Students and Drop-outs by Father's Occupation	88

APPENDIX (Cont'd)

Table		Page
31a, 31b	Percent Distribution of Male - Female Students and Drop-outs by Father's Education	89
32a, 32b	Percent Distribution of Male - Female Students and Drop-outs by Mother's Education	90
33a, 33b	Percent Distribution of Male - Female Students and Drop-outs by Father's Encouragement	91
34a, 34b	Percent Distribution of Male - Female Students and Drop-outs by Mother's Encouragement	92
35a, 35b	Percent Distribution of Male - Female Students and Drop-outs by No. of Schools Attended 1 to 8	93
36	Percent Distribution of Male Students and Drop-outs by Ethnic Background	94
37a, 37b	Percent Distribution of Male - Female Students and Drop-outs by Religious Denomination	95
38a, 38b	Percent Distribution of Male - Female Students and Drop-outs by Religious Practice	96
39	Percent Distribution of Female Students and Drop-outs by Work at Home	97
40	Percent Distribution of Female Students and Drop-outs by Work Away from Home	97
41	Percent Distribution of Female Students and Drop-outs by Teacher's Encouragement	97
42	Percent Distribution of Male Students and Drop-outs by Extra-Curricular Activities in School	98
43	Percent Distribution of Male Students and Drop-outs by Self-Rating of Leadership Ability in School	98
44a, 44b	Percent Distribution of Male - Female Students and Drop-outs by Best Friend's Education	99
45a, 45b	Percent Distribution of Male - Female Students and Drop-outs by Education of Most Friends	100

MANITOBA HIGH SCHOOL STUDENTS
AND DROP-OUTS
(Their Educational and Occupational Goals)

INTRODUCTION

Much public interest and concern have been focussed recently upon the selective social processes by which individuals are recruited into various occupational positions and into the educational institutions and programs considered as preparatory for certain of these positions. The increasing concern appears to rest, in part, upon an increasing awareness of changes in the opportunity structure. Technological, economic, and social changes are effecting concurrent changes in employment opportunities for various segments of the labor force. The concept of "structural unemployment" is currently being used to describe a situation in which unemployment is concentrated among groups with minimum skills and education while labor shortages are found for positions requiring high levels of technical and manual skills and/or high levels of education.[1] Structural unemployment appears to result from increases in high skill jobs and decreases in low skill jobs which are disproportionate to changes in the labor force as a whole.

A second basis for the increasing concern appears to be a developing "social conscience"--a growing consensus that such problems provide a legitimate area for government intervention and that such situations can be alleviated, at least in part, through the development of appropriate policies and programs. Although societal norms specify that the individual retain the freedom to choose from among the alternate positions available, "...the responsibility of society is to provide the information, the opportunities and the rewards which make it possible for the individual to make a wise choice--one that will make appropriate use of his talents and provide the personal satisfaction he seeks."[2]

The problem has also attracted considerable interest from scholars in the fields of sociology and education. One evidence of such interest is found in the numerous studies aimed at discovering the correlates of the occupational and educational plans and aspirations of prospective labor force entrants. Such studies have logically concerned themselves with youth at the high school age levels. With the exception of the school drop-out, the decision whether to seek immediate employment or to pursue education beyond the high school level is typically finalized during the high school period. If the choice is immediate employment, the further choice of a specific occupation must be made. Such decisions may be expected to influence the economic position of the student throughout his lifetime. They may also be expected to influence both where and with whom he works and lives.

Although the immediate decision may be made within a relatively short period of time, the student will doubtless be influenced in his choices by a variety of experiences which date back to his birth. The pattern of values he learns from his family may influence his decision to seek certain jobs. His perspectives in regard to higher education and in regard to the relative standing, or prestige, of different occupations are learned from both family and other group experiences. His conception of his capacity to fill various

occupational roles is largely shaped by his success-experience in school and in early part-time employment. All such experiences may be expected to play a part in the decisions he will make.

Some Results of Past Research

A review of sociological research in the United States reveals a rapidly accumulating body of literature dealing with the correlates of occupational choice and aspirations, educational plans and aspirations and of dropping out of school. By far the greatest majority of these studies have been reported within the past ten years. While the number and variety of such studies precludes a detailed treatment in this paper, similarities of results in a number of areas are sufficient to permit a number of generalizations which appear valid for the populations covered.[3]

These studies typically show occupational and educational aspirational levels to be associated with the following:

1. Indices of the student's general ability level such as measured intelligence and past academic performance.

2. Family characteristics which indicate the position of the family in the social and economic structure of the community. Such characteristics include father's occupation, level of living and residence. Also related are such indices of family attitudes toward education as the education of parents and parental encouragement to stay in school.

3. Non-family group experiences. These include teacher-student relationships and participation in extra-curricular school-related activities. They also include occupations and educational achievement levels of persons interacting with the student in friendship groupings.

The extension of research of this nature into Canada has been much more limited. Some recent reports on related topics would appear to signal a growing interest in the area.[4]

Theoretical Perspective

The research reported in this paper is intended to provide information concerning the selective social processes and structured social patterns through which maturing youth are channeled into the various production roles of the society. More specifically, it focuses upon traits, characteristics and past experiences of students in an attempt to explain, at least in part, differences in levels of aspirations as evidenced by the students, i.e., why some are motivated toward positions of high prestige and some toward positions of low prestige.

The concept of level of occupational aspirations is used to refer to the degree or level of social honor accorded an occupation and assumes a prestige hierarchy of occupations as generally viewed by members of the society. Thus, the prestige level of an occupation is a function of how it is evaluated by the society as a whole. A prestige level, then, may include widely differing

occupations which are similarly evaluated. For example, a university professorship and the ownership of a moderate-sized business may be ranked equally even though the roles associated with the two positions are quite dissimilar.

A basic theoretical position of this paper is that aspirations are structured by three general variables. These variables are (1) the amount and accuracy of knowledge held by the student with regard to the various occupational roles, (2) the manner in which various occupational alternatives are evaluated by the student, and (3) self-evaluation of the student in which he assesses the likelihood of his performing successfully in the various roles.

In the first instance, the range of occupational alternatives with which the student is familiar is likely to be strongly influenced by the occupation and social status of his father. Past research has shown that children of fathers with low level occupations tend to associate with children whose parents occupy similar occupations.[5] The opportunity to learn about high level roles is thus curtailed both with the family and in the peer group. Conversely, children of high status parents are likely to associate with other high status children and will have an opportunity to learn something of the roles associated with a number of prestigeful occupations. Similarly, children of farmers will have an opportunity to learn of farming but, because of spatial isolation and typically patterned social interaction, will have relatively limited opportunity to learn about a wide range of non-farm occupational roles.

The manner in which a student evaluates various occupations, i.e., the extent to which he considers them desirable, will be shaped not so much by the total society but with that segment of the total society in which he lives. His preferences will also be shaped by personal likes and dislikes, i.e., by his individual value system. While the study posits the existence of a general hierarchy of prestige within which occupations may be ranked, individual variations in evaluation are also recognized.

Finally, realistic aspirations require that the student structure his aspirations in line with his ability to fill the various positions. Aspirations, then, will tend to be limited by the student's evaluation of the likelihood of his performing successfully in various of the alternative roles. Thus, we can expect his aspirations to be limited by his ability as measured by his I.Q. score, by his social skills as reflected in his group experiences, by success-experience in a number of areas including academic work, and perhaps also by his financial position or that of his family, at least to the extent that money is required for entry into an occupation or to acquire training necessary to qualify for a given position.

The second major dependent variable of the study, the level of educational aspirations, is considered as overlapping to a considerable extent with level of occupational aspirations. Education is seen as one means of achieving high level occupations and not, at least to a considerable degree, as something which is pursued for its own sake. Thus, both level of occupational aspirations and level of educational aspirations are viewed as measures of the student's orientation toward future achievement.

A third dependent variable of the study is whether or not the student remains in school. Dropping out of school reflects concrete behaviour rather

than an attitudinal dimension as is the case for the aspirational variables. In order to extend the analysis into this behavioral area, one section of this report will compare students and drop-outs with regard to the same characteristics used to explain differences in aspirational levels.

A final theoretical consideration requiring clarification is one which is reflected in the separate treatment of the two sex categories in the analysis. There are both logical and empirical grounds for the belief that females differ from males in regard to (1) the opportunity structure within which they seek employment, and (2) the pattern of social definitions in regard to labor force participation. The range of employment opportunity open to females is characteristically much more restricted than that for males. Also, since marriage provides an alternative to active labor force participation, many females who enter the labor force are likely to do so on a temporary basis. To the extent that higher education is viewed as preparatory to later careers, females may also be expected to exhibit a different pattern of educational aspirations.

Tables 1 and 2 show the distribution of males and females on the two aspirational variables. More males than females are found in the highest and lowest occupational aspirations categories while females are found more frequently in the intermediate categories. These patterned differences probably reflect differences in societal norms which prescribe different opportunity structures for the two groups, i.e., the social norms which define certain positions as suitable only for females and others as largely reserved for males.

The "double standard" is also observable in the distribution of males and females on the educational aspirations variable. Only thirty-six percent of the female students aspired to a university education as compared to sixty percent of the males. The teachers college-nurse training category accounts for nearly thirty-six percent of the females. Representation of male students in this category was so small as to prohibit separate treatment. This category combined with business college and vocational school accounts for fifty-five percent of the female students but only thirty percent of the males. Only small differences are observed in regard to the proportions aspiring to no further education.

TABLE 1

Percentage Distribution by Sex and Level of Occupational Aspirations

LOA Scale Scores	Sex		Total
	Males	Females	
0-35	24.7	16.4	20.8
36-45	30.1	36.6	33.1
46-55	29.2	39.8	34.2
56 & above	16.0	7.2	11.9
Total	100.0	100.0	100.0

TABLE 2

Percentage Distribution of Sample Students by Sex and Level of Educational Aspirations

LEA Categories	Sex		Total
	Males	Females	
University	59.9	36.0	48.5
Teachers College or Nurse Training	*	35.7	19.7
Business College or Tech.-Voc.	30.2	19.7	22.5
No Further Ed.	9.9	8.6	9.3
Total	100.0	100.0	100.0

* So few males were found in this category that the separate code representing this category was dropped. The few individuals falling in this category are included in the Business College or Technical-Vocational School category.

Because of the different distributions of the sexes on the aspirational variables, treatment of the two groups as a single sample would tend to obscure rather than clarify relationships between variables. For this reason, it was decided that sex differences should be controlled in the analysis of relationship. This control is achieved by treating males and females as separate samples and making duplicate tests of each of the hypotheses.

Scope of the Report

This report is one of a series covering the analysis of data collected in the survey. One part of the paper deals with the preliminary phases of the analysis and reports the results of tests of association between the aspirational variables and a number of individual, family, and peer group variables. Another section of the report covers the same stage of the analysis for both high school students and drop-outs. Present plans call for a further report or reports covering more complex analyses in which hypotheses of relationship will be tested with certain key variables held constant.

To a large extent, the research reported in this paper replicates research conducted by American sociologists in various parts of the United States. A major objective of the study is to test the validity of generalizations from these researches for a Canadian and specifically a Manitoba population.

While the general organization of economic and social life in Canada is considered to be quite similar to that in the United States, it appears likely that substantial differences may exist in specific areas. One such area of difference might well be found when the educational systems of the two countries are compared. A detailed comparison of the development of the two systems and of their philosophical bases is beyond the scope of this report. It would appear, however, that education in the United States is

viewed as being directly instrumental to later employment and occupational success and is pursued for purely economic reasons to a much greater extent than is true in Canada. This difference is reflected in the different curricula in the schools. Schools in the United States typically teach a variety of courses intended to impart specific technical skills. In contrast, the school system of Manitoba appears to have been influenced much less by pragmatic goals and has limited its curricula largely to traditional and classical subjects. Such differences may well be reflected in different patterns of educational and occupational aspirations.[6]

Another area of difference was anticipated in regard to the status of ethnic groups in the two countries. The policy of biculturalism, or perhaps more correctly, cultural pluralism, was viewed as contrasting with American "melting-pot" philosophies and perhaps as contributing to a continuing identity and integrity of such groups.

Although only touched upon in the present report, the research was designed to permit detailed comparison of areas with widely divergent agricultural and economic characteristics. A part of the analysis covering this aspect of the study has been published in another paper.[7]

---

1 For a treatment of structural unemployment in the United States, see Lebergott, Stanley (ed) Men Without Work: The Economics of Unemployment. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1964.

2 Sewell, William H., The Educational and Occupational Perspectives of Rural Youth. Washington: National Committee for Children and Youth, 1963, p. 2.

3 For two excellent summaries of literature, see Sewell, op. cit. and Burchinal, Lee G., Career Choices of Rural Youth in a Changing Society. Minnesota Agricultural Experiment Station Bulletin 458, 1962.

4 For example, see Hall, Oswald and Bruce McFarlane, Transition from School to Work. Ottawa: Queen's Printer and Controller of Stationery, 1963, and Jones, Frank E., The Social Bases of Education. Canadian Conference of Children, 1965.

5 For one treatment of the interactional patterns of children, see Hollingshead, August B., Elmtown's Youth, New York: John Wiley and Sons, 1949.

6 For example, the proportion of non-veterans in the 18-21 year age range enrolled in colleges in Canada in 1950-51 was 7.2 percent as compared to 19.3 percent in the United States during the 1949-50 school year. It is not known whether a part of this difference was due to Canadians being enrolled in U.S. schools. See Jackson, R. W. B. and W. G. Fleming, "Who Goes to University? English Canada," in Canada's Crisis in Higher Education, Proceedings of a Conference held by the National Conference of Canadian Universities in Ottawa, Nov. 12-14, 1956, Toronto: University of Toronto Press, 1957. Also see Downey, Lawrence W. "Regional Variations in Educational Viewpoint," Alberta Journal of Educational Research, Vol. 6, 1960.

7 Siemans, Leonard B. and Dennis P. Forcese, School-Related Factors and the Aspirational Levels of Manitoba Senior High School Students, Winnipeg: Faculty of Agriculture and Home Economics, University of Manitoba, No. Two, June, 1965. pp. 8-10.

SAMPLING AND METHODOLOGY

The Sample Areas

Lacking adequate resources for a province-wide sample of high school students, a decision was made to select sample areas in such a manner as to maximize (1) the range of social and economic differences among students in the sample, and (2) the utility of the study as a basis for planning areal development programs. The first sample area consists of school divisions 21, 22, and 23. These divisions are located in the part of the province known as the Interlake and comprise an area roughly coterminous with the area included in a rural development program being financed by funds provided under the Agricultural Rehabilitation and Development Act.[1]

The area is characterized by a relatively depressed agriculture, little industrial development, low personal income levels and is generally considered to be a "problem area."[2]

The second area consists of school divisions 30 and 31 and also roughly coincides with an ARDA program area. This area is located in the part of the province known as the Central Plains and, like the Interlake, is primarily agricultural. Unlike the Interlake, however, the agriculture of the area is relatively prosperous. Also, there is somewhat more industrial development in this area than in the Interlake.

The third and final sample area is comprised of two non-contiguous suburban school divisions in the Winnipeg metropolitan area. The schools included are the Vincent Massey Collegiate in Fort Garry and River East Collegiate in North Kildonan. The location and boundaries of the sample areas are shown in figure 1.

No attempt was made to select areas which would represent the province as a whole. The intention, rather was to cover a wide range of social and economic conditions. The sample selected appears to be adequate for this requirement.

Construction of the Questionnaire

The initial form of the questionnaire used in the study was developed during the early spring of 1964. The first step in the construction process was the review of a number of questionnaires which had been used in past studies of a similar nature. Whenever relevant to the study, questions which had been shown to be valid in prior research were adopted for the questionnaire with only those revisions necessary to obtain a consistent format. New questions were formulated when needed to provide information not covered in the previous studies.

The preliminary form thus developed was administered to approximately 100 Grade XI and Grade XII students in the Steinbach High School. Responses obtained in this pretest were then analyzed in an effort to discover questions which elicited responses other than those intended or which were indicated to be faulty in other ways. Such questions were then revised for the final form of the questionnaire.

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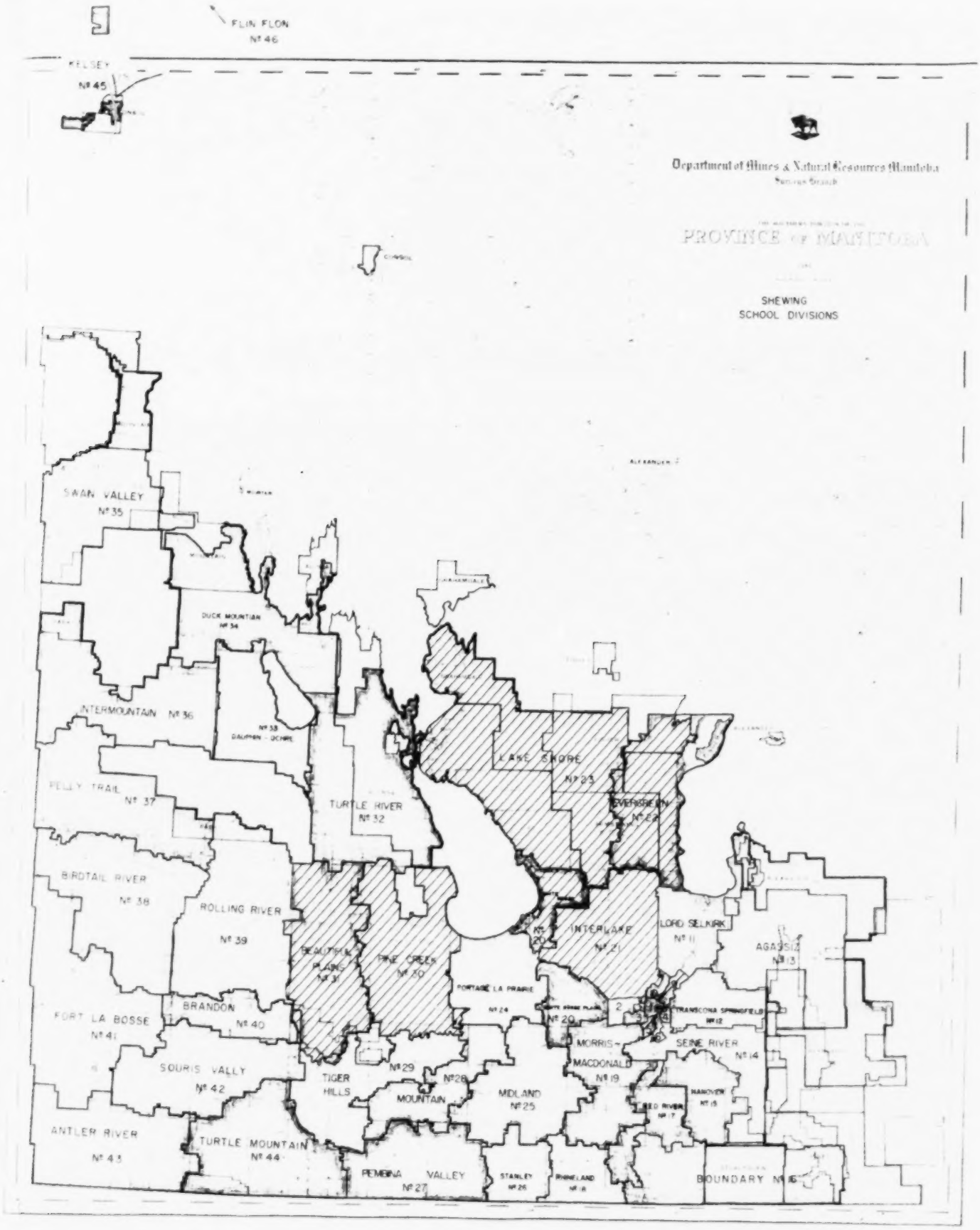

With the exception of such minor revisions as the changing of verb tense, the addition of questions with relevance only for drop-outs, the inclusion of more detailed instructions and the adoption of a more compact format, the questionnaire later mailed to drop-outs was the same as that developed for the student sample.

Measurement of Key Variables

Four variables, level of occupational aspiration, level of educational aspiration, socioeconomic status and intelligence quotient, were considered to be of particular importance for the purposes of the study. For this reason, special attention was given to the measurement of these variables.

For the measuring of level of occupational aspirations, the Haller Occupational Aspiration Scale was selected as the best available measure of the prestige level of preferred occupations.[3] This is a multiple-item, forced-choice instrument based upon prestige rankings of occupations by a nationwide sample of respondents in the United States.[4] Past research has shown the scale to be a valid and reliable instrument for measuring the prestige level of occupational aspirations when applied to comparable populations in the United States. As yet, no detailed analysis has been made to determine the validity of the scale for a Manitoba Population. However, preliminary results indicate the scale to be a suitable instrument.

The student's educational Aspirations were measured by a single question presented as follows:

> Now, suppose I were free to choose, my plans for education would be: (check more than one if applicable)
>
> ( ) 1. University (specify course_____)
> ( ) 2. Technical-Vocational school (specify course_____)
> ( ) 3. Teachers College
> ( ) 4. Business College
> ( ) 5. Nurses Training
> ( ) 6. Other (specify_____)
> ( ) 7. No further education

To clearly distinguish aspirations from actual plans, this question was placed in the questionnaire immediately after a similar question inquiring as to the student's plans for further education.

A multiple-item scale was devised to measure socioeconomic status. The scale is based upon questionnaire responses indicating possession or non-possession of eleven items selected to show the relative position of respondents' families with regard to level of material consumption. Scores for the scale were obtained by the simple procedure of counting the positive responses to questions regarding possession of the separate items. The eleven items and the responses considered as positive are listed below.

Item	Positive Response
1) Room-person ratio	1.3 or above
2) Home ownership	Owned
3) Home construction	Stucco, brick, or painted frame
4) Refrigerator	Gas or electric

5)	Running water	yes
6)	Subscription to daily newspaper	yes
7)	Power washing machine	yes
8)	Record player	yes
9)	Television set	yes
10)	Telephone	yes
11)	Automobile	1962 or later model or two automobiles.

The items in the scale were arbitrarily selected by the researchers and no analysis has been made to determine the validity of the scale as a unit. It should be noted, however, that each of the items has been used in one or more similar scales which were constructed for similar populations and in such instances were found to be valid indicators of socioeconomic status.[5] Also, past research has shown the scoring procedure to be adequate for scales of this nature.[6]

Measures of I. Q. were obtained from the records of the Manitoba Department of Education. The test used was the Quick-Scoring Group Test of Learning Capacity, Advanced -- Grade 10 to Adult. This test was administered to the students at Grade 9 level. As a result of mobility after Grade 9 I. Q. scores were unobtainable for a number of the students included in the survey.

Administration of Student Questionnaire

The student questionnaire was administered in the schools by members of the research team and personnel of the Manitoba Department of Agriculture and Conservation. The field work was completed during the months of May and June of 1964. Officials of the Manitoba Department of Education and of each of the separate schools co-operated throughout the study.

Responses were requested and obtained from all Grade XI and Grade XII students in attendance on the day of application. The procedure followed was to assemble the students in a central location, explain the nature and purpose of the questionnaire and then solicit their co-operation. Response were obtained from a total of 1,844 students of which 987 were male and 867 were females. Students present and responding amounted to 88 percent of all students enrolled in all sample schools on the date of application. The proportion of currently enrolled students who completed the questionnaire is shown for both individual schools and sample areas in Table 3.

Administration of Drop-out Questionnaire

For the purposes of the study, a drop-out was defined as anyone who had begun Grade IX with either the Grade XI or Grade XII cohort and who had subsequently left school. For example, persons enrolled in Grade IX during the 1960-61 school year would be expected to have progressed to Grade XII by the time of the survey had they followed a normal pattern of age-grade progression. Similarly, persons enrolled in Grade IX during the 1961-62 school year would be expected to be in Grade XI at the time of the survey.

A tentative list of drop-outs was compiled from records in the Department of Education by listing all names which appeared in the Grade IX class rolls for 1960-61 and 1961-62 school years but which did not appear in the Grade X, Grade XI or Grade XII rolls at the time of the survey. This

list included students who had transferred to other schools as well as students who had left school. For each of the schools in the sample areas, a tentative list of drop-outs was compiled and then submitted to one or more faculty members of the respective schools with a request for any information they could provide regarding the current status of persons on the list. Persons known to be enrolled in other schools or to have re-entered the same school were eliminated from the list. In those cases in which they were able to do so, the faculty informants also supplied mailing addresses of the drop-outs. The final list for the drop-out survey consisted of 760 names. During the month of June, a copy of the questionnaire and a cover letter explaining the purpose of the survey was mailed to the last known address of each of the 760 persons tentatively identified as drop-outs. Approximately three weeks later, a second copy of the questionnaire and a second cover letter was mailed to persons who had not responded to the initial request. Finally, an attempt was made during August to telephone all non-response cases who were living either in the sample areas or in the Winnipeg metropolitan area and for whom a current address was available.

For the Central Plains and Interlake sample areas, the telephone campaign was made possible by the co-operation of Agricultural Representatives. A list of drop-outs in each of the Agricultural Representative Districts was sent to the Representative in that district. Calls were then made to the drop-out or a member of his family by either the Representative or a member of his staff. Attempts were made by members of the research staff to contact non-respondents living in the Winnipeg metropolitan area.

Detailed statistics showing response frequencies are presented in Table 4. Completed questionnaires were received from 408 persons, or 53.7 percent of the individuals included in the initial list. No forwarding address could be found for 52 persons on the list. Approximately 15 percent of the completed questionnaires were returned by persons who had re-entered school and thus could not be classified as drop-outs. The remaining 347 cases represents the net yield of the drop-out survey. If we assume that the ratio of drop-outs to students is the same for non-respondents as for respondents, we arrive at 647 as an estimate of the number of drop-outs from the schools in the sample areas.

TABLE 3

Percent Distribution of Questionnaire Responses of Grade XI and Grade XII Students by Sample Area

Sample Area	Enrollment June, 1964	Completed Questionnaires	Percent Responding
Interlake	867	753	86.9
Central Plains	519	482	92.9
Suburban	709	609	85.9
Total	2,095	1,844	88.0

TABLE 4

Percent Distribution of Responses to Drop-Out Questionnaires by Sample Area

Sample Area	Number Mailed	Total No. Responses	Percent Responding	No. Drop-Outs Responding	No. Students Responding
Interlake	386	216	56.0	204	12
Central Plains	193	104	53.9	96	8
Suburban	181	89	49.5	47	42
Total	760	409	53.8	347	62

Analytical and Statistical Procedures

Each of the statistical tests reported in later sections of this report utilizes the chi square test of significance. The hypothesis statistically tested is one of no relationship, i.e., that any association observed between pairs of variables is due to chance error which can be attributed to sampling. When the chi square tests indicate the association to be of sufficient magnitude as to occur by chance fewer than five times in a hundred tests, the null hypothesis is rejected and, by implication, an hypothesis of actual association is accepted.

The reader should be cautioned that the use of probability statistics such as chi square assumes some form of random sampling. The present study cannot claim complete randomness for either the student or the drop-out questionnaire was administered may possess somewhat different characteristics than those who were in attendance. In such an event, the students included in the sample may not be completely representative of the population of the sample areas.

The likelihood of sample bias in the case of the drop-outs is much more apparent. The more mobile of the drop-outs are undoubtedly under-represented since it was more difficult to find mailing addresses for these people. It appears likely that a large proportion of the questionnaires returned marked "no forwarding address" had been intended for persons no longer living in the province. In addition, there is always the possibility that respondents systematically differ from non-respondents in a number of other characteristics.

The probability statements, then, must be interpreted as indicating the probability of chance occurrence of association which would apply had we been able to obtain random samples. Lacking such random samples, these statistics must be interpreted as indicating the probability of chance occurrence of association which would apply had we been able to obtain random samples. Lacking such random samples, these statistics must be considered as crude rather than precise criteria of the significance of association.

To further assist in interpretating the relationships among variables, co-efficients of contingency have been computed for cases in which significant relationships were indicated by the chi square tests. These co-efficients provide a measure of the degree or level of association between the pairs of variables. The co-efficient of contingency has a decided advantage over most similar measures in that it requires minimum assumptions regarding the nature and distributions of traits or characteristics treated in the analysis.

It has a disadvantage, however, in that the upper limit of the co-efficient varies with the size of the contingency table. For this reason, co-efficients are comparable only when derived from tables of the same size. To partially overcome this limitation, corrected co-efficients were computed which share a common upper limit of 1.0. In cases where an assumption of continuous and normally distributed underlying traits or characteristics can be justified, the corrected co-efficient becomes an estimate of the product moment co-efficient of correlation.7

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1 Information concerning the operation of ARDA programs in Manitoba may be obtained from the Extension Service, Manitoba Department of Agriculture and Conservation.

2 For a discussion of the economic and social problems of the Interlake, See Nelson, Lowry, Areal Development in the Interlake: Problems and Proposals, Winnipeg: Queen's Printer for Manitoba.

3 Haller, Archibald O., and Irwin W. Miller, The Occupational Aspirations Scale: Theory, Structure and Correlates, Michigan Agricultural Experiment Station Bulletin 288, 1963.

4 National Opinion Research Center, "Jobs and Occupations": A Popular Evaluation, Opinion News, Volume IX, September, 1947. pp. 3-13.
Also reprinted in Bendix, Reinhardt, and Seymour M. Lipset (eds.) Class, Status, and Power, Glencoe, Ill.,: The Free Press, 1953.

5 For example, see Sewell, William H., "A Short Form of the Farm Family Socio-Economic Status Scale, "Rural Sociology, Vol. 8, No. 2, June 1943. pp. 161-170. Also see Sharp, Emmit F., and Charles E. Ramsey, "Criteria of Item Selection in Level of Living Scales, "Rural Sociology, Vol. 28, No. 2, June, 1963. pp. 146-164.

6 In one comparison of different weighing techniques, the correlation of scores obtained by the simple techniques used above with those obtained by more sophisticated techniques yielded co-efficients of .99 or above in each case. See Sharp, Emmit F., A Factor Analysis Approach to the Construction and Validation of a Socioeconomic Status Scale for Open-Country Families in Oklahoma, (unpublished M. S. Thesis) Oklahoma State University Library, 1951. p. 31

7 See Peters, C. C. and W. R. Van Voorhis, Statistical Procedures and Their Mathematical Bases. New York: McGraw-Hill Book Company, Inc., 1940, p. 398.

ANALYSIS OF DATA

Relationship Between Dependent Variables

The two dependent variables with which this report is concerned are level of occupational aspirations (LOA) and level of educational aspirations (LEA). Since educational achievement is one way in which high occupational aspirations can be achieved, it is logical to expect a substantial relationship between the two variables. To the extent that education is perceived by the students as being instrumental to occupational achievement, the two variables may be thought of as measuring the same attitudional dimension.

Approximately 62 percent of the male students and 65 percent of the female students aspiring to a university education also reported occupational aspirations in the high categories (Appendix Tables 1a and 1b). In contrast, 74 percent of both male and female students with no educational aspirations beyond high school reported occupational aspirations in the low range. Corrected co-efficients of contingency were .546 for the male sample and .439 for the female sample.

Statistical summary:

Males:	N = 938	p .01;	C = .429;	$\overline{C}$ = .546
Females:	N = 831	p .01;	C = .367;	$\overline{C}$ = .439

Measured Intelligence

Hypotheses of positive relationships between the two aspirational variables and intelligence as measured by an I. Q. test are based upon two logical assumptions. These assumptions are first, that the students' aspirational levels will be structured and limited by their perceptions of their ability to perform successfully at various occupational and educational levels, and second, that such perceptions will tend to be realistic, i.e., that the student is at least a fair judge of his own ability.

Statistical tests indicate significant relationships between LOA and I. Q. and between LEA and I. Q. for both the male and the female samples. The percentage of male students with high occupational aspirations (Appendix Table 2a) ranges from 25 percent for students with I. Q. scores below 90, to 62 percent for students with I. Q. Scores above 120. The corresponding range for females (Appendix Table 2b) is from 32 percent of students in the lowest I. Q. group to 63 percent of the female students in the highest I. Q. category. Corrected co-efficients of contingency were .328 for males and .237 for females.

The percentage of females with high occupational aspirations is comparable to that of males for the two highest I. Q. categories but more females than males report high aspirations in the two lowest categories. This suggests either that females with low I. Q. scores are less realistic than males or that occupational achievement by females is less restricted by ability than is true for males.

Although the association between I. Q. and LEA appears to be closer than that between I. Q. and LOA, the pattern of association is quite similar. The percentage of boys aspiring to a university level education (Appendix Table 2c) ranges from a low of 28 percent for the lowest I. Q. category to a high of 86 percent for the highest category. For the females, (Appendix Table 2d) 8 percent of those with I. Q. scores below 90 aspired to a university education as compared with 70 percent of those with I. Q. scores above 120. Corrected co-efficients of contingency were .422 for the male sample and .448 for the female sample.[1]

Statistical Summary:

LOA and I. Q.;

Males:	N = 749;	P .01;	C = .275;	$\overline{C}$ = .328
Females:	N = 698;	P .01;	C = .198;	$\overline{C}$ = .237

LEA and I. Q.;

Males:	N = 748;	P .01;	C = .331;	$\overline{C}$ = .422
Females:	N = 714;	P .01;	C = .375;	$\overline{C}$ = .448

While the above data indicates an association between both aspirational variables and I. Q., it should be noted that the association is far from perfect. Less than two-thirds of both the males and females in the highest ability range aspired to occupations in the high range. Similarly, 14 percent of the males and 30 percent of the females in the highest I. Q. range did not aspire to a university education. To the extent that the I. Q. scores can be considered as valid measures of ability, the low aspirers of high ability represent inefficient use of human resources.

At the other end of the scale, 25 percent of the boys and 32 percent of the girls in the lowest I. Q. category indicated occupational aspirations that appear to be hardly consistent with their abilities. Similarly, 28 percent of the males and 8 percent of the females indicated educational aspirations beyond their abilities.[2]

Past Academic Performance

Whereas I. Q. scores provide a useful index of general ability, the past academic performance of students provides an index of both ability and motivation to academic achievement. Past academic performance was measured by averaging scores earned in all completed high school subjects. In the event that one or more courses was repeated, both failing and passing scores were used in computing the average.

The percentage of male students in the high occupational aspirations categories (Appendix Table 3a) ranged from 13 percent for students with average scores under 50, to 87 percent for students with average scores above 79. Although the association between LOA and average academic scores of females (Appendix Table 3b) appears to be less close than that of males, the general pattern remains the same. For the lowest achievement category, 34 percent of the females reported high occupational aspirations. At the other extreme, 75 percent of the girls in the highest achievement group reported high occupational aspirations. Corrected co-efficients of contingency were .484 for the male sample and .364 for the female sample.

Again, the pattern of relationships between LEA and past academic performance is similar to that found for LOA. Percentages of male students aspiring to a university level education (Appendix Table 3c) range from 25 percent of the lowest performance group to 96 percent of the highest. For females (Appendix Table 3d) the range is from 8 percent of the lowest group to 82 percent of the highest. Corrected co-efficients of contingency were .446 for male students and .506 for female students. These results are consistent with the results of other research.[3]

From one point of view, high academic achievement might be perceived as a cause of high occupational and educational aspirations in that academic achievement reflects success experience of the individual. The success that the individual has enjoyed in his high school work will have contributed to his self image and thereby to the manner in which he will evaluate his chances of success in various occupations or in further academic work. It should be pointed out, however, that the reverse of such an hypothesis is equally logical. The fact that a student holds high aspirations may well stimulate him to greater academic effort and thus raise his level of achievement level. The mere fact of statistical association does not provide a basis for inferring cause-effect relationships. Regardless of which is the cause and which the effect, the co-efficients shown above indicate that past academic performance is the best single predictor of aspirational levels of all variables treated in this research.

Statistical Summary:

LOA and Past Academic Performance;

Males:	N = 767;	P .01;	C = .417;	$\overline{C}$ = .484
Females:	N = 703;	P .01;	C = .314;	$\overline{C}$ = .364

LEA and Past Academic Performance;

Males:	N = 753;	P .01;	C = .361;	$\overline{C}$ = .446
Females:	N = 719;	P .01;	C = .434;	$\overline{C}$ = .506

Sample Area

As indicated earlier, the selection of the student sample was accomplished in such a manner as to provide sample areas with contrasting social and economic conditions. Since past research has consistently shown aspirational levels to be related to both rural-urban residence and to socio-economic status, it was anticipated that aspirational levels in the three sample areas would reflect differences in these variables. On this basis, one would expect highest aspirational levels to be found among the students in the suburban sample, the lowest among students in the Interlake sample and intermediate levels among students in the Central Plains sample.

Statistically significant relationships were found between level of occupational aspirations and sample area for the male sample (Appendix Table 4a) and between level of educational aspirations and sample area for both the male and female samples (Appendix Tables 4c and 4d). The pattern of relationship observed is consistent with the expected pattern in both cases involving female students. The pattern for male students, however, deviates from the expected pattern in that Interlake students indicated higher aspirational levels than Central Plains students on both the occupational and educational variables.

Statistical Summary:

LOA and Sample Area

Males:	N = 958;	P<.01;	C = .144;	$\overline{C}$ = .183
Females:	N = 842;	P>.05;	(not significant)	

LEA and Sample Area

Males:	N = 938;	P .01;	C = .177;	$\overline{C}$ = .240
Females:	N = 858;	P .01;	C = .246;	$\overline{C}$ = .313

Size of Place of Residence

A considerable number of researches have shown a negative relationship between farm residence and levels of occupational and educational aspirations.[4] Others have found that the aspirational levels of the non-farm population tend to increase as the size of the place of residence increases.[5] A part of the farm-urban differential in educational aspirations may be attributed to the commonly held belief that farm careers do not necessitate high levels of education. To the degree that farm and small town residence is associated with relatively high levels of spatial and social isolation, lower occupational aspiration levels of these groups are perhaps explainable by the more restricted knowledge of the nature and accessability of higher prestige jobs.

When the farm category is compared with the combined non-farm categories, the results of past research are replicated in the present study. When all categories are considered, the students in the suburban area indicate the highest levels of both occupational and educational aspirations for both males and females (Appendix Tables 5a through 5d). At the other extreme, the students with farm residence indicate the lowest levels with the exception of occupational aspirations for females residing in places below 500 population. However, no clear-cut relationship is found when the two intermediate categories are compared.

Statistical Summary:

LOA and Size of Place of Residence;

Males:	N = 958;	P .01;	C = .189	$\overline{C}$ = .226
Females:	N = 839;	P .01;	C = .174;	$\overline{C}$ = .208

LEA and Size of Place of Residence;

Males:	N = 939;	P .01;	C = .181	$\overline{C}$ = .230
Females:	N = 855;	P .01;	C = .237	$\overline{C}$ = .283

Family Socioeconomic Status

Past researches have consistently shown socioeconomic status and level of living scales to be effective measures of family social status.[6] There is also a considerable body of evidence to show that people at different social status levels characteristically hold different values and follow different patterns of behaviour.[7]

Since beliefs and practices are found to be patterned along status lines, measures of social status provide a useful index of the beliefs and attitudes of the families in which the students were socialized. Also, since interaction outside the family unit occurs most frequently with others of a similar status level, attitudes and practices learned from peers are likely to be similar to those learned within the family. It is expected, then, that socioeconomic scores will be positively associated with the aspirational levels of the students.

Statistically significant associations were found between socioeconomic status and both of the aspirational variables for both males and females. The proportion of males reporting high occupational aspirations (Appendix Table 6a) ranged from 27 percent in the lowest status category to 61 percent in the highest category. An increase in the proportion reporting high aspirations is noted for each successively higher status level. The proportion of females in the high aspiration categories ranges from a low of 27 percent in the lowest SES category to a high of 67 percent in the highest category (Appendix Table 6b). Again the proportion reporting high aspirations increases with each increase in status level.

The pattern of relationship between socioeconomic status and level of educational aspirations parallels that between socioeconomic status and occupational aspirations. The proportion of males aspiring to a university education ranged from 31 percent in the lowest SES category to 75 percent in the highest (Appendix Table 6c). The proportion of females reporting university level aspirations ranged from 15 percent of the lowest SES category to 69 percent of the highest (Appendix Table 6d). These findings are consistent with the results of other research.[8]

Statistical Summary;

LOA and Socioeconomic Status;

Males:	N = 960;	P .01;	C = .199	$\overline{C}$ = .227
Females:	N = 843;	P .01;	C = .223	$\overline{C}$ = .254

LEA and Socioeconomic Status;

Males:	N = 940;	P .01;	C = .218;	$\overline{C}$ = .265
Females:	N = 857;	P .01;	C = .287;	$\overline{C}$ = .327

Prestige Level of Father's Occupation

A further test of the relationship of social status to levels of aspirations was made by substituting a scale of occupational prestige for the socioeconomic status scale scores.[9] Like socioeconomic status scales, scales of occupational prestige are quite generally used as indexes of family social status. To a considerable extent, then, the analysis included in this section replicates that in the preceding one.

As expected, the pattern of relationships between prestige of father's occupation and the aspirational variables generally parallels that found between socioeconomic status and aspirational variables (Appendix Tables 7a through 7d). Statistical tests indicate significant relationships for both occupational and educational aspirations and for both male and female samples.

Statistical Summary;

LOA and Prestige Level of Father's Occupation;

Males: N = 905; $P < .01$; C = .254; $\overline{C}$ = .303
Females: N = 801; $P < .01$; C = .184; $\overline{C}$ = .220

LEA and Prestige Level of Father's Occupation;

Males: N = 888; $P < .01$; C = .212; $\overline{C}$ = .270
Females: N = 817; $P < .01$; C = .273; $\overline{C}$ = .326

Educational Achievement of Parents

A number of studies have shown parental education to be positively related to occupational and educational aspirations of high school students.[10] Parental education has been consistently found to be related to family socioeconomic status and to the occupational prestige of the family head. Thus parental education probably reflects both the student's knowledge of various occupational roles and the manner in which he evaluates them. Similarly, the educational achievement of parents probably serves as an index of their values toward education--values which are learned by their children in the socialization process.

In the analysis of the relationship of father's education to the aspirational variables, significant relationships were found for both occupational and educational aspirations and for both the male and female samples (Appendix Tables 8a through 8d). The general pattern is one in which the proportion of students with high aspirational levels increases with each higher educational achievement category of the father.

Statistical Summary:

LOA and Father's Education:

Males: N = 949; $P < .01$; C = .250; $\overline{C}$ = .290
Females: N = 831; $P < .01$; C = .178; $\overline{C}$ = .206

LEA and Father's Education:

Males: N = 926; $P < .01$; C = .211; $\overline{C}$ = .260
Females: N = 846; $P < .01$; C = .273; $\overline{C}$ = .316

The pattern of relationship between mother's education and the aspirational variables very closely parallels that found for father's education (Appendix Tables 9a through 9d).

Statistical Summary:

LOA and Mother's Education;

Males: N = 948; $P < .01$; C = .267; $\overline{C}$ = .309
Females: N = 840; $P < .05$; C = .159; $\overline{C}$ = .184

LEA and Mother's Education;

Males: N = 930; $P < .01$; C = .261; $\overline{C}$ = .322
Females: N = 856; $P < .01$; C = .289; $\overline{C}$ = .355

Parental Encouragement to Continued Education

To obtain information on parental attitudes toward the education of their children, each of the students was asked to indicate whether his father had (1) strongly encouraged him to continue his education, (2) given him some encouragement to continue, (3) encouraged him to go to work after completing high school, (4) encouraged him to quit high school and go to work, or (5) never said much about his education. A similar question obtained information on encouragement by the mother to continue education. Because of the relative infrequency of responses indicating low levels of encouragement, answers to the questions were dichotomized into "strongly encouraged" and "some, little or none" categories.

Analysis of the relationship of perceived parental encouragement to the aspirational variables shows relatively higher proportions of the students reporting strong encouragement to have high aspirational levels and relatively higher proportions of those reporting less encouragement to have low aspirational levels.[11] While the degree of association is small, the pattern is consistent for both father's and mother's encouragement, for both occupational and educational aspirations and for both the male and female samples (Appendix Tables 10a through 11d).

Statistical Summary:

LOA and Father's Encouragement;

Males:	N = 937;	$P < .01$;	$C = .187$;	$\overline{C} = .256$
Females:	N = 819;	$P < .01$;	$C = .172$;	$\overline{C} = .236$

LEA and Father's Encouragement;

Males:	N = 920;	$P < .01$;	$C = .153$;	$\overline{C} = .223$
Females:	N = 835;	$P < .01$;	$C = .183$;	$\overline{C} = .251$

LOA and Mother's Encouragement;

Males:	N = 956;	$P < .01$;	$C = .113$;	$\overline{C} = .155$
Females:	N = 839;	$P < .01$;	$C = .204$;	$\overline{C} = .279$

LEA and Mother's Encouragement;

Males:	N = 937;	$P < .01$;	$C = .117$;	$\overline{C} = .171$
Females:	N = 856;	$P < .01$;	$C = .162$;	$\overline{C} = .222$

Number of Schools Attended

The number of schools attended by the students during their academic careers is, in effect, an index of the geographic mobility of their families. In the present case, separate tabulations were made of the number of schools attended during Grades 1 through 8 and during Grades 9 through 12. Significant positive associations were found between number of schools attended in the lower grades and level occupational aspirations of the male students and level of educational aspirations of both male and female students (Appendix Tables 12a through 12d). Also, significant positive associations

were found between number of schools attended during high school and the level of educational aspirations of both males and females (Appendix Tables 13c and 13d).

Statistical Summary:

LOA and Number Schools Attended, Grades 1-8;

Males: N = 960; $P < .01$; C = .222; $\overline{C}$ = .265
Females: N = 840; $P > .05$; (not significant)

LEA and Number Schools Attended, Grades 1-8

Males: N = 942; $P < .01$; C = .168; $\overline{C}$ = .214
Females: N = 856; $P < .01$; C = .179; $\overline{C}$ = .214

LOA and Number of Schools Attended, Grades 9-12

Males: N = 960; $P > .05$; (not significant)
Females: N = 842; $P > .05$; (not significant)

LEA and Number Schools Attended, Grades 9-12

Males: N = 941; $P < .01$; C = .121; $\overline{C}$ = .164
Females: N = 858; $P < .01$; C = .193; $\overline{C}$ = .246

Since changing schools always involves some degree of discontinuity in the educational process and typically involves other problems of social adjustment which interferes with educational achievement, it would appear logical to hypothesize a negative effect of such mobility on aspirations--especially educational aspirations. The fact that higher mobility is associated with higher aspirational levels doubtless reflects characteristic differences in mobility by persons in different status positions. Persons of higher status tend to move more frequently than those of lower status. It would appear then, that the higher aspirational levels of the more mobile students results from status differences rather than from movement per se.

Upon close inspection, data presented in the analytical tables strongly suggest that a high degree of mobility negatively influences aspirational levels. In six cases, (Appendix Tables 12a and 12d and 13a through 13d) comparison of the highest and the second highest mobility categories reveals relatively greater numbers of the most mobile students to be in the highest aspirational category. It should be noted, however, that relatively greater numbers of these students are also to be found in the lowest aspirational category. In one case, (Appendix Table 12c) the direction of the relationship is reversed when the highest level of mobility is reached, i.e., relatively fewer students are found in the highest aspirational category and relatively more in the lowest.

Ethnic Background

The term ethnic group is used to designate groupings of people sharing common cultural characteristics which differentiate them from others in a society. In the present case, ethnicity was measured by

asking the country of birth of the most recent foreign-born male ancestor. Since no information was obtained on how recently the ancestor migrated, the questionnaire responses provide a relatively poor index of ethnicity.

An additional weakness of the data results from the fact that the sample areas were selected in such a manner as to provide very limited representation of Indian, French, and Mennonite groups.

Statistically significant relationships between ethnic background and aspirations were found only in the case of the level of educational aspirations of the male students (Appendix Table 14). Major differences among the groups include the relatively high proportion of the Icelandic group who aspire to a university education (72 percent as compared to 60 percent of the students in all categories) and in the high proportion of the Russian-Ukranian group who aspire to post high school training other than university (43 percent as compared to 30 percent of all male students).

Statistical Summary:

LOA and Ethnic Background;

Males:	N = 947;	$P > .05$;	(not significant)
Females:	N = 825;	$P > .05$;	(not significant)

LEA and Ethnic Background;

Males:	N = 928;	$P < .05$;	C = .136;	$\overline{C}$ = .168
Females:	N = 860;	$P > .05$;	(not significant)	

Religious Background and Participation

The nature and extent of religious participation of the sample students was determined by questionnaire responses indicating the "religion into which I was born", and whether or not the student was "actively practicing a religion".

The analysis revealed a small but statistically significant association between religious denomination and both the occupational and educational aspirational levels of the male students (Appendix Tables 15a and 15b). The association appears to result primarily from the relatively low aspirational levels of the Roman Catholic and Ukranian Catholic-Greek Orthodox groups as compared to the relatively high aspirational levels of the Anglican, United Church, and Lutheran groups.

For the female students, a statistically significant relationship was found only in the case of educational aspirations (Appendix Table 15c). The association was significant only at the .05 level and appears to be due to the relatively few Roman Catholic and Lutheran girls and to the relatively high proportion of United Church girls aspiring to university level education. The relatively small number of Lutheran girls aspiring to a university education is remarkable in view of the fact that the percentage of Lutheran boys with university level aspirations was the highest of any religious group. This suggests that a "double standard" of behavioural expectations may be an ethnic characteristic of this group.

Statistical Summary:

LOA and Religious Denomination;

Males:	N = 959;	$P < .01$;	C = .173;	$\overline{C}$ = .200
Females:	N = 843;	$P > .05$;	(not significant)	

LEA and Religious Denomination;

Males:	N = 940;	$P < .01$;	C = .221;	$\overline{C}$ = .273
Females:	N = 859;	$P < .05$;	C = .170;	$\overline{C}$ = .197

Statistically significant associations were found between religious practice and level of occupational aspirations of both the male and female students (Appendix Tables 16a and 16b). The association between religious practice and level of educational aspirations was not significant for either the male or female sample. The pattern in all cases was one in which a higher proportion of active as compared to inactive students indicated higher levels of aspirations.

Statistical Summary:

LOA and Religious Practice;

Males:	N = 920;	$P < .01$;	C = .116;	$\overline{C}$ = .159
Females:	N = 850;	$P < .01$;	C = .127;	$\overline{C}$ = .174

LEA and Religious Practice;

Males:	N = 920;	$P > .05$	(not significant)
Females:	N = 850;	$P > .05$	(not significant)

In the interpretation of the relationship of religious characteristics to aspirational levels, it should be remembered that the religious groupings doubtless reflect patterned socioeconomic and ethnic differences as well as strictly religious differences. The assumption that differences in religious experience and training result in different aspirational levels cannot be made on the basis of the simple relationships shown above. Additional analyses which will control ethnic and status differences are needed before such an assumption can be made.

Work Experience

To explore the relationship between the work experience of the students and their occupational and educational aspirations, the students were asked to indicate the extent to which they worked at home during the school year, the extent to which they worked outside during the school year and the extent to which they were employed during the summer months.

Analysis of the data on employment yielded statistically significant relationships only in the case of the educational aspirations of females and employment outside the home. In this case, the relationship was due almost entirely to the somewhat bimodal distribution of aspirations of the regularly employed girls (Appendix Table 17). Girls who were employed regularly outside the home were proportionately less likely to aspire to teacher's college or nurse training and more likely to either aspire to a university education or to no further education beyond high school. While

not statistically significant, the same pattern of responses was apparent for girls who worked regularly during the summer months.

Statistical Summary:

LOA and Work at Home;

Males:	N = 959;	$P > .05$	(not significant)
Females:	N = 839;	$P > .05$	(not significant)

LEA and Work at Home;

Males:	N = 940;	$P > .05$	(not significant)
Females:	N = 855;	$P > .05$	(not significant)

LOA and Work Away from Home;

Males:	N = 955;	$P > .05$	(not significant)
Females:	N = 855;	$P > .05$	(not significant)

LEA and Work Away from Home;

Males:	N = 937;	$P > .05$	(not significant)
Females:	N = 855;	$P < .05$;	$\overline{C} = .133$; $C = .182$

LOA and Summer Employment;

Males:	N = 955;	$P > .05$	(not significant)
Females:	N = 840;	$P > .05$	(not significant)

LEA and Summer Employment;

Males:	N = 936;	$P > .05$	(not significant)
Females:	N = 856;	$P > .05$	(not significant)

Type of Home

To classify the students by type of home situation, all homes in which the student lived with both parents were considered as normal and all other living arrangements were considered as broken homes.

A significant relationship was found only in the case of the educational aspirations of the male sample (Appendix Table 18). Three-fourths of the boys from normal homes aspired to a university education as compared to 60 percent of the boys from broken homes. At the other extreme, more than 16 percent of the boys from broken homes aspired to no education beyond high school as compared to only 10 percent of the boys from normal homes. Boys from normal homes were much more likely than those from broken homes to aspire to non-university training after high school.

Statistical Summary:

LOA and Type of Home;

Males:	N = 962;	$P > .05$	(not significant)
Females:	N = 842;	$P > .05$	(not significant)

LEA and Type of Home;

Males:	N = 923;	$P < .01$;	C = .138;	$\overline{C}$ = .201
Females:	N = 801;	$P > .05$;	(not significant)	

Teachers' Encouragement to Continued Education

The high school teacher is generally considered to occupy a strategic position with regard to exerting influence upon students through counselling and encouragement. Encouragement by teachers was measured by having the student check whether he had received strong, some or little, or no encouragement from his teachers.

The perceived level of encouragement by teachers was found to be positively related to both the occupational and educational aspirations of the male students (Appendix Tables 19a and 19b). Strength of teachers' encouragement was related to the level of educational aspirations of females (Appendix Table 19c) but not to their occupational aspirational levels.

Although the positive association between teachers' encouragement and aspirational levels suggests that the encouragement of the teacher is a cause of the higher aspirations, the present data do not provide proof of such an hypothesis. If we assume that teachers are more likely to encourage students of higher ability levels, the higher aspirations of those encouraged may be due to greater ability rather than stronger encouragement.

Statistical Summary:

LOA and Teachers' Encouragement;

Males:	N = 954;	$P < .01$;	C = .206;	$\overline{C}$ = .282
Females:	N = 840;	$P > .05$;	(not significant)	

LEA and Teachers' Encouragement;

Males:	N = 937;	$P < .01$;	C = .135;	$\overline{C}$ = .172
Females:	N = 856;	$P < .01$;	C = .147;	$\overline{C}$ = .187

Number of Extra-Curricular Activities

Voluntary participation in organized school-related activities is a form of behaviour generally approved by other students, the school, and the general community. Such participation is viewed here as indicative of the extent to which the student is incorporated into the mainstream of community affairs appropriate to his age level. Such participation provides the student with increased opportunity to learn how educational and occupational achievements are valued by his peers.

Statistically significant association was found between the number of extra-curricular activities and the level of occupational and educational aspirations for both the male and female samples (Appendix Tables 20a through 20b). The general pattern is one of increasing aspirations with increased participation. Again, the data do not provide a basis for inferring cause-effect relationship, i.e., that high participation causes high aspirations. It appears more logical to assume a reciprocal relationship in which the variables mutually influence each other.

Statistical Summary:

LOA and Number of Extra-Curricular Activities;

Males:	N = 957;	P<.01;	C = .226;	$\overline{C}$ = .270
Females:	N = 830;	P<.05;	C = .157;	$\overline{C}$ = .188

LEA and Number of Extra-Curricular Activities;

Males:	N = 938;	P<.01;	C = .154;	$\overline{C}$ = .196
Females:	N = 845;	P<.01;	C = .194;	$\overline{C}$ = .232

Self-Rating of Leadership Ability

Leadership ability was measured by questionnaire responses indicating whether the student considered himself to be above average, average, or below average in leadership ability as compared to others in his class. Such responses are viewed as reflecting the self-image the student has developed in interaction with his peers.

Statistically significant positive associations were found between leadership ability and levels of educational aspirations for both male and female samples. Although the tendency for both male and female students to rate themselves as average limits the effectiveness of the measurement, the comparison of those rating themselves above average with those rating themselves below average reveals rather startling differences. Nearly three-fourths of the males in the above average group also had occupational aspirations in the two highest categories while a like proportion of those in the below average group reported aspirations in the two lowest categories. Similarly, the males who rated themselves above average reported university level educational aspirations almost twice as frequently and no further aspirations only one-fifth as often as the below average males. The differences between females rating themselves above and below average follow the same general pattern but are less sharp than those noted for the males.

Statistical Summary:

LOA and Self-Rating of Leadership Ability;

Males:	N = 948;	P<.01;	C = .283;	$\overline{C}$ = .360
Females:	N = 831;	P<.01;	C = .173;	$\overline{C}$ = .220

LEA and Self-Rating of Leadership Ability;

Males:	N = 932;	P<.01;	C = .212;	$\overline{C}$ = .287
Females:	N = 846;	P<.01;	C = .182;	$\overline{C}$ = .232

Educational Status of Friends

It appears logical to assume that the aspirational levels of the students will have been influenced by their associations in friendship groups as well as by their family and school-related interaction. To obtain a rough index of the attitudes of friends toward education, the students were asked to indicate the educational status of, first; their best friend, and second; of most of their friends. Responses applying to best friend were classified as (1) attending university or technical school, (2) graduated from high school, (3) attending high school and, (4) dropped out of high school. The first category was dropped in the classification of the status of most friends.

The educational status of best friend was found to be significantly related to both the occupational and educational aspirational levels of the male students (Appendix Tables 22a and 22b) but to neither aspirational variable for the female students. The pattern of association is one in which higher levels of aspirations are indicated by students whose best friend is attending school at either the high school or post high school level and lower aspirational levels for those whose best friend has either quit high school or has graduated without beginning post high school education.

Statistical Summary:

LOA and Educational Status of Best Friend;

Males:	N = 949;	$P < .01$;	C = .161;	$\overline{C}$ = .192
Females:	N = 841;	$P > .05$;	(not significant)	

LEA and Educational Status of Best Friend;

Males:	N = 934;	$P < .01$;	C = .167;	$\overline{C}$ = .212
Females:	N = 857;	$P > .05$;	(not significant)	

As in the case of best friend, the educational status of most friends was found to be related to both aspirational variables for the males and to neither for the females (Appendix Tables 23a and 23b). The pattern deviates somewhat in that the groups with the highest aspirations are those indicating that most of their friends had graduated from high school--a group with relatively low aspirations in the case of best friend. The difference is probably due to the fact that university and technical school students are combined with this category in the classification used for most friends.

Statistical Summary:

LOA and Educational Status of Most Friends;

Males:	N = 931;	$P < .01$;	C = .195;	$\overline{C}$ = .248
Females:	N = 818;	$P > .05$;	(not significant)	

LEA and Educational Status of Most Friends;

Males:	N = 910;	$P < .01$;	C = .189;	$\overline{C}$ = .256
Females:	N = 834;	$P > .05$;	(not significant)	

Summary

The preceding pages have reported the results of analyses in which a variety of social variables were found to be related to the levels of occupational and educational aspirations of Manitoba high school students. These variables include characteristics of the individual students, characteristics of their families, social relationships at school, and characteristics of friends. The associations revealed in the analyses are summarized in Table 5 and Table 6.

The best single predictor of both aspirational variables for both sexes is past academic performance. Past academic performance, however, is doubtless influenced by many other variables including level of ability and degree of motivation to academic achievement.

The second best predictor among the independent variables is measured intelligence. To the extent that aspirations of the students are based upon a correct assessment of ability, low aspirations on the part of students with low I. Q.'s represents realistic behaviour. The analysis of this variable, however, indicate considerable numbers of students with low intelligence and high aspirations and of students with high intelligence and low aspirations. Aspirations of the former are likely to be frustrated. The latter case represents less than optimum utilization of talent from the standpoint of either society or of the individual student.

Following measured intelligence, the next most efficient predictors are those variables which indicate the general status position of the family, i. e., socioeconomic status scale scores, father's occupational prestige, education of father and education of mother. Family social status provided an index of the financial ability of the family to implement the achievement of aspirations. It also provides an indication of the social milieu in which the student was reared, in which he learned his value orientations and in which he developed a variety of social skills.

It seems plausible to suppose that many of the remaining variables to a considerable degree, reflect differences in intelligence and social status and that their relationship to the aspirational variables is due wholly or in part to their relationship to these two variables. Analysis planned for the future will attempt to assess the relationships of the remaining variables to aspirations when intelligence and status are simultaneously controlled by statistical means.

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1 The findings of this study regarding the relationship of I. Q. to LOA and LEA are consistent with the results of other researchers. For example, see Sewell, William H., The Educational and Occupational Perspectives of Rural Youth, op. cit., pp. 12-13.

2 For a summary of the findings of other researchers in regard to the unrealistic component of aspirations, see Burchinal, op. cit., p. 16.

3 For a summary of the findings of other researchers, see Sewell, op. cit., p. 13, and Burchinal, op. cit., p. 18.

4 See Sewell, op. cit., p.6, and Burchinal, op. cit., p. 10.

5 The most definitive study of the relationship of educational aspirations to community of residence is found in Sewell, William H., "Community of Residence and College Plans", American Sociological Review, Vol. 29, No. 1, pp. 24-38. Sewell found the relationship to persist when socio-economic status, intelligence, and sex were controlled.

6 For one discussion of the utility of such scales, see Kaufman, Harold F., Otis Dudley Duncan, Neal Gross, and William H. Sewell, "Problems of Theory and Method in the Study of Social Stratification in Rural Society", Rural Sociology, Vol. 18.; No. 1., p. 16.

7 See Kahl, Joseph A., The American Class Structure, New York: Holt, Rhinehart, and Winston, 1961, pp. 184-217.

8 See Sewell, op. cit., p. 13, and Burchinal, op. cit., p. 17.

9 The categorization of occupations into prestige groups was made on the basis of the Blishen Occupational Class Scale. Included in this scale are 343 occupations ranked on the basis of Canadian Census data on income and education of incumbents of the various occupations. The ranked occupations are grouped into seven classes of occupations of similar prestige. The classification system used in the scale was also used in the study in coding occupations contained in the scale. Occupations not included in the Blishen Scale were coded on the basis of their similarity to occupations which were included. Because of small frequencies found in certain of the seven classes, classes 1 and 2, 3 and 4, and 6 and 7 were combined for purposes of analysis. The resulting four categories are the ones used in the study.

For a more definitive discussion of the Blishen Scale, see Blishen, Bernard R., "The Construction and Use of an Occupational Class Scale", in Blishen, B. R., F. E. Jones, K. D. Naegle, and J. Potter, Canadian Society: Sociological Perspectives, Glencoe, Illinois: The Free Press, 1961, p. 452.

10 Sewell, op. cit., pp. 12-13.

11 Similar results of other studies are reported in Sewell, op. cit. pp. 12-13.

TABLE 5

Summary of Relationships of Independent Variables to Level of Occupational Aspirations

Independent Variable	Males			Females		
	P	C	$\bar{C}$ [1]	P	C	$\bar{C}$ [1]
Measured Intelligence	**	.275	.328	**	.198	.237
Past Academic Performance	**	.417	.484	**	.314	.364
Sample Area	**	.144	.183	--	----	----
Size of Place of Residence	**	.189	.226	**	.174	.208
Family Socioeconomic Status	**	.199	.227	**	.223	.254
Prestige Level of Father's Occupation	**	.254	.303	**	.184	.220
Educational Achievement of Father	**	.250	.290	**	.178	.206
Educational Achievement of Mother	**	.267	.309	*	.159	.184
Father's Encouragement to Continued Education	**	.187	.256	**	.172	.236
Mother's Encouragement to Continued Education	**	.113	.155	**	.204	.279
Number of Schools Attended, Grades 1-8	**	.222	.265	--	----	----
Number of Schools Attended, Grades 9-12	--	----	----	--	----	----
Ethnic Background	--	----	----	--	----	----
Religious Background	**	.173	.200	--	----	----
Religious Practice	**	.116	.159	**	.127	.174
Work at Home	--	----	----	--	----	----
Work Away from Home	--	----	----	--	----	----
Summer Employment	--	----	----	--	----	----
Type of Home	--	----	----	--	----	----
Teachers' Encouragement to Continued Education	**	.206	.282	--	----	----
Extra-Curricular Activity	**	.226	.270	*	.157	.188
Leadership Ability	**	.283	.360	**	.173	.220
Best Friend's Educational Status	**	.161	.192	--	----	----
Most Friends' Educational Status	**	.195	.248	--	----	----

[1] The evaluation of uncorrected coefficients of correlation is made difficult by the fact that coefficients from tables with different numbers of cells are not comparable. When corrected for the effects of broad groupings, the coefficients become roughly comparable. Under certain assumptions, i. e., that both variables are continuous and normally distributed, the corrected coefficients may be viewed as estimates of product-moment coefficients of correlation. No claim is made that the present data meet these assumptions.

* Significant at the .05 level ** Significant at the .01 level.

TABLE 6

Summary of the Relationships of Independent Variables to Level of Educational Aspirations

Independent Variable	Males			Females		
	P	C	$\bar{C}$ [1.]	P	C	$\bar{C}$ [1.]
Measured Intelligence	**	.331	.422	**	.375	.448
Past Academic Performance	**	.361	.446	**	.434	.506
Sample Area	**	.177	.240	**	.246	.313
Size of Place of Residence	**	.181	.230	**	.237	.283
Family Socioeconomic Status	**	.218	.265	**	.287	.327
Prestige Level of Father's Occupation	**	.212	.270	**	.273	.326
Educational Achievement of Father	**	.211	.260	**	.273	.316
Educational Achievement of Mother	**	.261	.322	**	.289	.355
Father's Encouragement to Continued Education	**	.153	.223	**	.183	.251
Mother's Encouragement to Continued Education	**	.117	.171	**	.162	.222
Number of Schools Attended, Grades 1-8	**	.168	.214	**	.179	.214
Number of Schools Attended, Grades 9-12	**	.121	.164	**	.193	.246
Ethnic Background	*	.136	.168	--	----	----
Religious Background	**	.221	.273	*	.170	.197
Religious Practice	--	----	----	--	----	----
Work at Home	--	----	----	--	----	----
Work Away from Home	--	----	----	*	.133	.182
Summer Employment	--	----	----	--	----	----
Type of Home	**	.138	.201	--	----	----
Teachers' Encouragement to Continued Education	**	.135	.172	**	.147	.187
Extra-Curricular Activity	**	.154	.196	**	.194	.232
Leadership Ability	**	.212	.287	**	.182	.232
Best Friend's Educational Status	**	.167	.212	--	----	----
Most Friends' Educational Status	**	.189	.256	--	----	----

1. See footnote 1., Table 5.

COMPARISON OF STUDENTS AND DROP-OUTS

Introduction

The educational system is a major agency for the transmission of skills, attitudes and values which equip the student for responsible performance in the productive roles of the society. Formal education is generally considered as one way in which the student can obtain access to those roles which are generally desirable within the society and to the rewards associated with these roles.

Treated in the preceding section were aspirational dimensions involved in the selection and training of students for adult work roles. The present one will consider a specific behavioural dimension of the selection process, i.e., continuing in or dropping out of the school system before completion of high school. In general, the same factors which were found to be associated with aspirations may also be expected to be related to staying in school.

Relationship to the Aspirational Variables

As expected, a close relationship was found between staying in school and level of occupational aspirations (Appendix Tables 24a and 24b). Nearly 45 percent of the male students indicated occupational aspirations in the highest two categories as compared to less than 10 percent of the drop-outs. The difference is less marked for the female students with 47 percent of the students and 24 percent of the drop-outs reporting high aspirations. Corrected co-efficients of contingency were .415 for the males and .378 for the females.

Differences in levels of educational aspirations generally parallel those in occupational aspirations (Appendix Tables 25a and 25b). Approximately 60 percent of the male students and 21 percent of the male drop-outs reported university level aspirations while 10 percent of the male students and 37 percent of the drop-outs aspired to no further education. In the female sample, 36 percent of the students and 9 percent of the drop-outs reported university level aspirations and 9 percent of the students and 36 percent of the drop-outs aspired to no further education. Corrected co-efficients of contingency were .448 for the males and .464 for the females.

Statistical Summary:

Staying in School by LOA;

Males:	N = 1,110;	$P < .01$;	$C = .303$;	$\overline{C} = .415$
Females:	N = 978;	$P < .01$;	$C = .276$;	$\overline{C} = .378$

Staying in School by LEA;

Males:	N = 1,102;	$P < .01$;	$C = .307$;	$\overline{C} = .448$
Females:	N = 1,043;	$P < .01$;	$C = .339$;	$\overline{C} = .464$

In interpretating the relationship between staying in school and aspirations, it should be remembered that staying in school is probably both a cause and a result of high aspirations. High aspirations probably result in higher levels of motivation toward academic achievement. On the other hand, successful performance in school permits the student to realistically entertain high aspirations.

Measured Intelligence

The analysis of measured intelligences reveals a close relationship between ability as measured by I. Q. tests and staying in school (Appendix Tables 26a and 26b). Students with I. Q.'s below 90 may be considered as more or less marginal in regard to successful completion of high school. Only 12 percent of the male students as compared to 41 per cent of the drop-outs were found in this category. Corresponding figures for females were 14 per cent of the students and 46 per cent of the drop-outs. Approximately 42 per cent of the male students had I. Q. scores above 110 as compared to only 10 per cent of the drop-outs. Figures for females were 37 per cent of the students and 10 per cent of the drop-outs. $\overline{C}$ values were .434 for males and .445 for females.

Statistical Summary:

Males:	N = 923;	$P < .01$;	C = .317;	$\overline{C}$ = .434
Females:	N = 906;	$P < .01$;	C = .325;	$\overline{C}$ = .445

From the above, it would appear that a major factor in staying in school is the ability to perform adequately within the school setting.

Past Academic Performance

Average grades received while in high school is the best single predictor of whether or not a student will stay in school (Appendix Tables 27a and 27b). For the male sample, only 9 per cent of the students but nearly 49 percent of the drop-outs had average examination marks below fifty. Nearly 26 per cent of the male students but only 4 per cent of the drop-outs received marks averaging seventy or more. Within the female sample, 7 per cent of the students and 37 per cent of the drop-outs were in the below fifty category while 33 per cent of the students and 7 per cent of the drop-outs had marks averaging seventy or higher.

Statistical Summary:

Males:	N = 926;	$P < .01$;	C = .406;	$\overline{C}$ = .540
Females:	N = 906;	$P < .01$;	C = .370;	$\overline{C}$ = .492

Sample Area

While statistically significant differences were found between sample area and staying in school, sampling deficiencies prohibit precise evaluation of these differences. Somewhat higher rates of response to drop-out questionnaires were obtained from the Interlake and Central Plains areas. This, of course, results in higher ratios of drop-outs to students in these areas. In general, it appears that somewhat more drop-outs were found in the Interlake than in the Central Plains and fewer drop-outs in the suburban sample than in either of the rural areas.

Size of Place of Residence

The same sampling limitations which apply to the sample areas also apply to the analysis of differences by size of place of residence. Differences by size of place of residence, however, are too large to be accounted for by different response rates--at least in the case of the male responses (Appendix Tables 28a and 28b).

Farm residence while in school was reported by 64 per cent of the male drop-outs but by only 33 per cent of the male students. On the other hand, residence in a place with a population of 2,500 or more was reported by nearly 35 per cent of the male students and by 14 per cent of the drop-outs. Smaller differences are found within the female sample. Approximately 43 per cent of the students and 51 per cent of the drop-outs reported farm residence while 30 per cent of the students and 19 per cent of the drop-outs reported residence in centers of 2,500 or more population.

Statistical Summary:

Males:	N = 1,127;	$P < .01$;	C = .220;	$\overline{C}$ = .301
Females:	N = 1,054;	$P < .05$;	C = .100;	$\overline{C}$ = .137

Family Socioeconomic Status

Rather modest but statistically significant relationships were found between family socioeconomic status and staying in school (Appendix Tables 29a and 29b). Relatively more of the drop-outs are from homes with low socioeconomic status while relatively more of the students are from higher status homes.

Statistical Summary:

Males:	N = 1,126;	$P < .01$;	C = .174;	$\overline{C}$ = .227
Females:	N = 1,055;	$P < .01$;	C = .190;	$\overline{C}$ = .248

Prestige Level of Father's Occupation

Differences between students and drop-outs with regard to prestige of father's occupation generally parallel those found in family socioeconomic status (Appendix Tables 30a and 30b). Relatively more students had fathers in higher status occupations while relatively more drop-outs had fathers in low prestige jobs.

Statistical Summary:

Males:	N = 1,056;	$P < .01$;	C = .128;	$\overline{C}$ = .175
Females:	N = 1,000;	$P < .01$;	C = .152;	$\overline{C}$ = .208

Educational Achievement of Parents

While relatively few of the parents of the respondents had completed or gone beyond high school, there are marked differences between students and drop-outs in this regard (Appendix Tables 31a, 31b, 32a and 32b). Approximately 22 per cent of both the male and female students re-

ported that their fathers had completed high school. In comparison, 10 per cent of the male and 8 per cent of the female drop-outs had fathers who were high school graduates. Corresponding differences are found at the other end of the scale. Relatively more of the drop-outs than of the students reported no high school education for their fathers.

The pattern of relationship between staying in school and mother's education is similar to that for the father's education. Within the male sample, 30 per cent of the students and 16 per cent of the drop-outs reported that their mothers had finished high school. Corresponding figures for the female sample are 29 per cent and 12 per cent.

Statistical Summary:

Staying in School and Father's Education;

Males:	N = 1,108;	$P < .01$;	C = .170;	$\overline{C}$ = .226
Females:	N = 1,039;	$P < .01$;	C = .198;	$\overline{C}$ = .263

Staying in School and Mother's Education;

Males:	N = 1,111;	$P < .01$;	C = .169;	$\overline{C}$ = .225
Females:	N = 1,053;	$P < .01$;	C = .199;	$\overline{C}$ = .264

Parental Encouragement to Continued Education

Relatively more students than drop-outs report that they had received strong encouragement from their parents to remain in school (Appendix Tables 33a, 33b, 34a and 34b). Approximately 62 per cent of the male students and 43 per cent of the male drop-outs reported strong encouragement from their father. Within the female sample, 57 per cent of the students and 34 per cent of the drop-outs reported that their fathers had strongly encouraged them to continue their education.

Although the mother was reported as strongly encouraging continued education more frequently than the father, the pattern of relationship is quite similar. For males, 73 per cent of the students and 61 per cent of the drop-outs reported strong encouragement by their mothers. Within the female sample, 67 per cent of the students and 43 per cent of the drop-outs reported such encouragement.

Statistical Summary;

Staying in School and Father's Encouragement;

Males:	N = 1,096;	$P < .01$;	C = .129;	$\overline{C}$ = .203
Females:	N = 1,025;	$P < .01$;	C = .174;	$\overline{C}$ = .273

Staying in School and Mother's Encouragement;

Males:	N = 1,120;	$P < .01$;	C = .096;	$\overline{C}$ = .151
Females:	N = 1,053;	$P < .01$;	C = .184;	$\overline{C}$ = .289

Number of Schools Attended

Small but statistically significant relationships were found between family mobility as indicated by the number of schools attended and staying in school (Appendix Tables 35a and 35b). Approximately 45 per cent of the male students and 53 per cent of the male drop-outs reported that they had attended only one school during the first eight grades. Corresponding figures for females are 46 per cent and 58 per cent.

The relationship between number of schools attended during high school and staying in school is similar to that for number of schools attended in elementary school. It should be pointed out, however, that these relationships may be spurious in that students will typically have been in high school longer than drop-outs and therefore have a longer period in which to move.

Statistical Summary:

Number of Schools Attended, Grades 1-8 and Staying in School

Males:	N = 1,128;	$P < .05$;	$C = .087$;	$\overline{C} = .119$
Females:	N = 1,057;	$P < .05$;	$C = .099$;	$\overline{C} = .136$

Ethnic Background

A statistically significant difference in ethnic background of students and drop-outs was found only in the case of the male sample (Appendix Table 36). The Icelandic, Russian-Ukranian, and French and other categories are somewhat over represented among the drop-outs while the British group is over represented in the student category.

While the chi square did not quite reach the level of significance, the pattern within the female sample is quite similar to that of the males.

Statistical Summary:

Males:	N = 1,113;	$P < .05$;	$C = .103$; $\overline{C} = .137$
Females:	N = 1,030;	$P > .05$;	(not significant)

Religious Background and Participation

Small but statistically significant relationships were found between religious background and staying in school (Appendix Tables 37a and 37b). Persons with United Church and Anglican backgrounds were somewhat over represented among the students while persons of Roman Catholic, Ukranian Catholic, Greek Orthodox and Lutheran backgrounds were relatively more frequent among the drop-outs.

Similar relationships were found between active practice of a religion and staying in school (Appendix Tables 38a and 38b). Students reported active practice of a religion with relatively greater frequency than did the drop-outs.

Statistical Summary:

Staying in School and Religious Denomination;

Males:	N = 1,128;	$P < .01$;	$C = .138$;	$\overline{C} = .180$
Females:	N = 1,059;	$P < .05$;	$C = .111$;	$\overline{C} = .145$

Staying in School and Religious Practice;

Males:	N = 1,101;	$P < .01$;	$C = .096$;	$\overline{C} = .151$
Females:	N = 1,046;	$P < .01$;	$C = .167$;	$\overline{C} = .262$

Work Experience

There appears to be relatively little association between staying in or dropping out of school and the work experience reported by the respondents. Statistically significant relationships were found only in the cases of work at home and work away from home for the female respondents (Appendix Tables 39 and 40). Female students were somewhat more likely than drop-outs to have had regular duties at home and to have worked regularly away from home during the school year. Drop-outs more frequently reported no duties at home and no work away from home.

Statistical Summary:

Staying in School and Work at Home;

Males:	N = 1,125;	$P > .05$;	(not significant)	
Females:	N = 1,055;	$P < .01$;	$C = .093$;	$\overline{C} = .136$

Staying in School and Work Away from Home;

Males:	N = 1,121	$P > .05$;	(not significant)	
Females:	N = 1,053	$P < .01$;	$C = .134$;	$\overline{C} = .195$

Staying in School and Summer Employment;

Males:	N = 1,118;	$P > .05$;	(not significant)
Females:	N = 1,055;	$P > .05$;	(not significant)

Teachers' Encouragement to Continued Education

A significant association between staying in school and encouragement of teachers to continue in school was found for the female respondents but not for the males (Appendix Table 41). Nearly 45 per cent of the female drop-outs reported no encouragement to continue their education as compared to 36 per cent of the female students. At the other end of the scale, 33 per cent of the students but only 25 per cent of the drop-outs reported that their teachers had strongly encouraged them to continue their education.

Statistical Summary:

Males:	N = 1,120;	$P > .05$	(not significant)	
Females:	N = 1,053;	$P < .05$;	$C = .076$;	$\overline{C} = .111$

Type of Home

Drop-outs much more frequently than students reported living with persons other than their parents. Unfortunately, the question regarding living arrangements specified the type of home in which the respondent lived at the time of the survey. Since many of the drop-outs had undoubtedly moved from the family home to form new families or to accept employment after dropping out of school, it is not possible to assess the influence of home situations on staying in or dropping out of school.

Number of Extra-Curricular Activities While in School

A small but statistically significant association was found between staying in school and the number of school-related extra-curricular activities of the male respondents but not for the females (Appendix Table 42). However, there is no clear-cut pattern to the association. As compared to the drop-outs, the students were more likely to have had either no extra-curricular activities or to have engaged in three or more.

Statistical Summary:

Males:	N = 1,121;	$P < .01$;	$C = .116$;	$\overline{C} = .159$
Females:	N = 1,031;	$P > .05$;	(not significant)	

Self-Rating of Leadership Ability

A significant relationship between staying in school and self-rating of leadership ability while at school was found for the male respondents but not for the females (Appendix Table 43). As compared to the students, drop-outs less frequently reported above-average leadership ability and more frequently reported below-average leadership ability. While not statistically significant, the same pattern of relationship was found for the female respondents.

Statistical Summary:

Males:	N = 1,113;	$P < .01$;	$C = .132$;	$\overline{C} = .193$
Females:	N = 1,057;	$P > .05$;	(not significant)	

Educational Status of Friends

Substantial differences between students and drop-outs were found in regard to the educational status of best friend. Within the male sample, only 11 per cent of the students reported that their best friend had dropped out of school as compared to 41 per cent of the drop-outs (Appendix Table 44a). In contrast, 78 per cent of the students but only 37 per cent of the drop-outs reported that their best friend was attending high school. As compared to students, the drop-outs were also more likely to have a best friend who had graduated from high school or who was attending university or vocational school.

The same pattern of relationship was observed for the female respondents (Appendix Table 44b). Approximately 8 per cent of the female students reported that their best friend had dropped out of high school as compared to 44 per cent of the drop-outs. At the other end, 83 per cent of the students but only 30 per cent of the drop-outs reported their

best friend was attending high school.

It should be noted that many of the friendships of the drop-outs were undoubtedly formed after leaving school. Thus, friendships with other drop-outs is probably a result rather than a cause of leaving school in a substantial number of cases.

Statistical Summary:

Males:	N = 1,107;	$P < .01$;	$C = .319$;	$\overline{C} = .437$
Females:	N = 1,035;	$P < .01$;	$C = .413$;	$\overline{C} = .566$

Somewhat similar but smaller associations are found when students and drop-outs are compared with regard to the educational status of most friends (Appendix Tables 45a and 45b). The major area of difference is in the number of respondents who report that most of their friends have quit school. Among the male respondents, only 7 per cent of the students reported most of their friends had dropped out of school as compared to 15 per cent of the drop-outs. Corresponding figures for female respondents are 5 per cent of the students and 21 per cent of drop-outs.

Statistical Summary:

Males:	N = 1,092;	$P < .01$;	$C = .131$;	$\overline{C} = .191$
Females:	N = 1,027;	$P < .01$;	$C = .213$;	$\overline{C} = .311$

Summary

The relationships between staying in or dropping out of school and the various independent variables are summarized in Table 7. A number of features of this table are worthy of comment.

First, the table reveals strong relationships between staying in school and levels of occupational and educational aspirations. These relationships should be viewed as reciprocal, i.e., high aspirational levels may be viewed as both a cause and as a result of staying in school.

Second, an outstanding feature of the table is the close relationships between staying in school and the ability of the individual respondents as indicated by both measured intelligence and past academic performance. Although a number of exceptions may be noted, these data strongly suggest that a major reason for leaving school is an inability to maintain acceptable standards of academic achievement.

Finally, substantial relationships are revealed between staying in school and a variety of family characteristics. Of particular interests are size of place of residence, socioeconomic status, occupational prestige of father, parental education and parental encouragement to continued education. In general, these variables may be viewed as indicating the cultural level in which the child was reared and parental attitudes toward occupational and educational achievement.

TABLE 7

Summary of the Relationships of Independent Variables to Staying in or Dropping Out of School

Independent Variable	Males			Females		
	P	C	$\overline{C}$[1]	P	C	$\overline{C}$[1]
Level of Occupational Aspirations	**	.303	.415	**	.276	.378
Level of Educational Aspirations	**	.307	.448	**	.339	.464
Measured Intelligence	**	.317	.434	**	.325	.445
Past Academic Performance	**	.406	.540	**	.370	.492
Size of Place of Residence	**	.220	.301	*	.100	.137
Family Socioeconomic Status	**	.174	.227	**	.190	.248
Prestige Level of Father's Occupation	**	.128	.175	**	.152	.208
Educational Achievement of Father	**	.170	.226	**	.198	.263
Educational Achievement of Mother	**	.169	.225	**	.199	.264
Father's Encouragement of Continued Education	**	.129	.203	**	.174	.273
Mother's Encouragement to Continued Education	**	.096	.151	**	.184	.289
Number of Schools Attended, Grades 1 - 8	*	.087	.119	*	.099	.136
Ethnic Background	*	.103	.137	--	----	----
Religious Background	**	.138	.180	*	.111	.145
Religious Practice	**	.096	.151	**	.167	.262
Work at Home	--	----	----	**	.093	.136
Work Away From Home	--	----	----	**	.134	.195
Summer Employment	--	----	----	--	----	----
Teachers' Encouragement to Continued Education	--	----	----	*	.076	.111
Extra-Curricular Activities	**	.116	.159	--	----	----
Leadership Ability	**	.132	.193	--	----	----
Best Friend's Educational Status	**	.319	.437	**	.413	.566
Most Friend's Educational Status	**	.131	.191	**	.213	.311

[1] See Footnote 1, Table 5

SUMMARY AND IMPLICATIONS OF THE STUDY

Summary

In the introductory section of this report, three generalized variables were posited as being of major importance in structuring the aspirations - and by implication the achievement oriented behavior - of youth of high school ages. These variables are (1) the knowledge held by the youth with regard to the various occupational roles, (2) the manner in which the various occupational alternatives are evaluated by him, and (3) the self-evaluation by the student in which he assesses the likelihood of successful performance in the various roles. The position of the student with regard to the first two of these variables is a product of the cultural milieu in which he was reared and primarily of his family, school, and peer group relationships. The final one, self-evaluation, is influenced both by social experience and by actual abilities possessed by the individual students. It should be noted also, that the abilities include both innate potential and the development of this potential through social experience.

Although individual differences on the generalized variables are inferred from the more concrete variables used in the study rather than directly measured, the findings of the study are generally supportive of this theoretical perspective. For example, knowledge of a variety of occupations may be inferred from the geographic location of the student's family. Farm residence typically entails a greater degree of social isolation and greater restrictions on contact with non-farm occupations than does either urban or village residence. Such knowledge may also be inferred from family social status and parental education. Families in the higher status and educational levels may be expected to be familiar with a greater variety of occupations - especially the higher prestige occupations.

Similarly, the manner in which various occupations are evaluated by the student may be inferred, at least in part, by the characteristics of his family. Parental encouragement to continued education is an index of parental value orientations toward education, in particular, but toward achievement in general. Socioeconomic status and parental education provide similar indexes. The value orientations of the student are to a large degree learned within the family and his evaluation of occupational roles is likely to reflect parental attitudes toward the same roles.

Finally, the self-image of the student is shaped by his perception of how other people evaluate him and by his success experience in school as well as in a variety of other undertakings. Past academic performance represents direct experience which will help to shape the self-image. Measured intelligence is a general index of the success he is likely to have experienced in a variety of activities. Extra-curricular activities and self-rating of leadership ability are indexes of successful social experience.

Implications for Program Planning

Social recognition of problems in connection with the development and utilization of the abilities of maturing youth has led to a variety of research focusing upon this area of behavior. The results of this research provide a body of factual information which may serve as a basis for the development of programs to facilitate optimum training and placement of the maturing youth. From the knowledge gained in this research, it would appear that appropriate programs should focus upon (1) providing opportunities for the full development of individual potentials, (2) providing both the child and his family with occupational information to increase their awareness of available alternatives, and (3) providing testing programs to facilitate early identification of different ability levels and guidance programs to assist the student in making a choice consistent with his ability. The importance of family influences as indicated by the research suggests that the guidance programs should involve the family as well as the student. Specific programs which might logically be considered are discussed below.

1. There is a wealth of evidence to indicate that children from culturally deprived homes have less opportunity to develop to their full potential than do children from higher status families. Such family-based limitations upon the development of individual talent may be circumvented, to some degree, by the initiation of pre-school and summer programs of instruction which prepare the child for more nearly equal competition within the educational system.

2. Although ability is a limiting factor in regard to retention in present academic curricula, it does not follow that persons incapable of acquiring high levels of academic training are also incapable of acquiring high levels of manual and technical skills. It appears questionable as to whether the existing system provides opportunities for the development of manual and technical skills equal to those it provides for the university training required for higher level positions. It would appear that present educational programs should be broadened in order to serve persons across a wider range of ability levels. This could be accomplished by the addition of "practical" subjects to the high school curricula, by the development of parallel institutional structures specializing in technical and vocational training, or both.

3. The facilities of the mass media, community action agencies and of the school system could be utilized to disseminate occupational information to the youth and their parents. Such a program should seek to increase the knowledge of youth about the range of occupational alternatives from which they may choose, the availability of various positions, and the advantages and disadvantages which accrue to incumbents of the various positions.

4. Existing programs for testing and guidance programs should be improved and extended to include counselling of families of students as well as the students themselves. Such services should also be made available to both adults and to persons of school age who have left school before completion.

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TABLE 1-a

Percent Distribution of Male Students by Level of Occupational Aspirations and Level of Educational Aspirations

LEA Category	LOA Scale Scores 0-35	36-45	46-55	56+	Total	No. Cases
University	11.7	26.5	36.8	25.0	100.0	563
Other Post High School	40.6	37.7	19.6	2.1	100.0	281
No Further Education	55.3	28.7	12.8	3.2	100.0	94
TOTAL	24.7	30.1	29.2	16.0	100.0	938

$P < .01$; $C = .429$; $\overline{C} = .546$

TABLE 1-b

Percent Distribution of Female Students by Level of Occupational Aspirations and Level of Educational Aspirations

LEA Category	LOA Scale Scores 0-35	36-45	46-55	56+	Total	No. Cases
University	5.3	29.8	51.1	13.8	100.0	305
Teachers College or Nurse Training	14.6	39.7	41.0	4.7	100.0	295
Business College or Tech. - Voc	30.9	44.4	23.5	1.2	100.0	162
No Further Education	39.1	34.8	23.2	2.9	100.0	69
TOTAL	16.4	36.6	39.8	7.2	100.0	831

$P < .01$; $C = .367$; $\overline{C} = .439$

TABLE 2-a

Percent Distribution of Male Students by Level of Occupational Aspirations and Measured Intelligence

I. Q. Scores	LOA Scale Scores 0-35	36-45	46-55	56+	Total	No. Cases
Below 90	40.4	34.8	21.4	3.4	100.0	89
90-110	31.7	31.2	27.1	10.0	100.0	350
111-120	17.2	35.0	30.6	17.2	100.0	180
121 & Above	11.5	25.4	37.7	25.4	100.0	130
TOTAL	25.8	31.5	29.1	13.6	100.0	749

$P < .01$; $C = .275$; $\overline{C} = .328$

TABLE 2-b

Percent Distribution of Female Students by Level of Occupational Aspirations and Measured Intelligence

I. Q. Scores	LOA Scale Scale Scores 0-35	36-45	46-55	56+	Total	No. Cases
Below 90	26.6	41.5	28.7	3.2	100.0	94
90-110	18.2	35.2	41.1	5.5	100.0	341
111-120	13.9	39.1	39.1	7.9	100.0	151
121 & Above	8.9	28.6	49.1	13.4	100.0	112
TOTAL	16.9	35.8	40.3	7.0	100.0	698

$P < .01$; $C = .198$; $\overline{C} = .237$

TABLE 2-c

Percent Distribution of Male Students by Level of Educational Aspirations and Measured Intelligence

I. Q. Scores	LEA Category				
	University	Other Post H. S. Education	No Education Beyond H. S.	Total	No. Cases
Below 90	27.9	57.0	15.1	100.0	86
90-110	51.3	35.7	13.0	100.0	347
111-120	69.5	23.2	7.3	100.0	177
121 & Above	85.5	10.1	4.4	100.0	138
TOTAL	59.2	30.5	10.3	100.0	748

$P < .01$; $C = .331$; $\overline{C} = .422$

TABLE 2-d

Percent Distribution of Female Students by Level of Educational Aspirations and Measured Intelligence

I. Q. Scores	LEA Category					
	University	Teacher's Coll. or Nurse Train.	Business or Tech.-Voc.	No. Education Beyond H. S.	Total	No. Cases
Below 90	8.1	46.5	30.3	15.1	100.0	99
90-110	26.1	42.2	22.7	9.0	100.0	348
111-120	48.4	27.7	16.8	7.1	100.0	155
120 & Above	69.6	14.3	11.6	4.5	100.0	112
TOTAL	35.3	35.3	20.7	8.7	100.0	714

$P < .01$; $C = .375$; $\overline{C} = .448$

TABLE 3-a

Percent Distribution of Male Students by Level of Occupational Aspirations and Mean High School Examination Scores

Mean Exam. Scores	LOA Scale Scores					
	0-35	36-45	46-55	56+	Total	No. Cases
0-49	55.3	31.3	11.9	1.5	100.0	67
50-59	34.5	38.2	21.0	6.3	100.0	238
60-69	21.4	32.3	33.9	12.4	100.0	266
70-79	12.8	23.5	36.9	26.8	100.0	149
80-100	0.0	12.8	36.2	51.0	100.0	47
TOTAL	25.4	31.2	28.7	14.7	100.0	767

$P < .01$; $C = .417$; $\overline{C} = .484$

TABLE 3-b

Percent Distribution of Female Students by Level of Occupational Aspirations and Mean High School Examination Scores

Mean Exam. Scores	LOA Scale Scores					
	0-35	36-45	46-55	56+	Total	No. Cases
0-49	25.5	40.5	31.9	2.1	100.0	47
50-59	24.9	34.4	36.5	4.2	100.0	189
60-69	17.9	45.5	32.8	3.5	100.0	229
70-79	9.1	29.1	50.9	10.9	100.0	165
80-100	4.1	20.5	56.2	19.2	100.0	73
TOTAL	16.8	35.8	40.4	14.7	100.0	703

$P < .01$; $C = .314$; $\overline{C} = .364$

TABLE 3-c

Percent Distribution of Male Students by Level of Educational Aspirations and Mean High School Examination Scores

Mean Exam. Scores	LEA Category				
	University	Other Post H. S. Education	No Education Beyond H. S.	Total	No. Cases
0-49	25.4	54.0	20.6	100.0	63
50-59	44.3	43.4	12.3	100.0	235
60-69	61.7	28.0	10.3	100.0	261
70-79	82.3	12.9	4.8	100.0	147
80-100	95.7	0.0	4.3	100.0	47
TOTAL	59.4	30.3	10.3	100.0	753

$P < .01$; $C = .361$; $\overline{C} = .446$

TABLE 3-d

Percent Distribution of Female Students by Level of Educational Aspirations and Mean High School Examination Scores

Mean Exam. Scores	LEA Category					
	University	Teacher's Coll. or Nurse Train.	Business or Tech.-Voc.	No Education Beyond H. S.	Total	No. Cases
0-49	7.7	44.2	32.7	15.4	100.0	52
50-59	13.6	45.3	27.6	13.5	100.0	192
60-69	30.3	39.8	22.2	7.7	100.0	234
70-79	56.5	25.0	14.3	5.5	100.0	168
80-100	82.2	8.2	5.5	4.1	100.0	73
TOTAL	35.6	34.9	20.9	8.6	100.0	719

$P < .01$; $C = .434$; $\overline{C} = .506$

TABLE 4-a

Percent Distribution of Male Students by Level of Occupational Aspirations and Sample Area

Sample Area	LOA Scale Scores 0-35	36-45	46-55	56+	Total	No. Cases
Interlake	29.2	28.7	28.4	13.7	100.0	394
Central Plains	26.8	34.7	26.4	12.1	100.0	239
Suburban	18.2	29.8	31.4	20.6	100.0	325
TOTAL	24.9	30.5	28.9	15.7	100.0	958

$P < .01$; $C = .144$; $\overline{C} = .183$

TABLE 4-b

Percent Distribution of Female Students by Level of Occupational Aspirations and Sample Area

Sample Area	LOA Scale Scores 0-35	36-45	46-55	56+	Total	No. Cases
Interlake	19.4	36.7	36.9	7.0	100.0	360
Central Plains	15.8	38.3	39.2	6.7	100.0	240
Suburban	12.4	35.1	44.2	8.3	100.0	242
TOTAL	16.5	36.7	39.6	7.2	100.0	842

$P > .05$ (Not significant)

TABLE 4-c

Percent Distribution of Male Students by Level of Educational Aspirations and Sample Area

Sample Area	LEA Category: University	Other Post H. S. Education	No Education Beyond H. S.	Total	No. Cases
Interlake	55.5	31.8	12.7	100.0	384
Central Plains	51.7	38.0	10.3	100.0	232
Suburban	71.5	22.6	5.9	100.0	322
TOTAL	59.9	30.2	9.9	100.0	938

$P < .01$; $C = .177$; $\overline{C} = .240$

TABLE 4-d

Percent Distribution of Female Students by Level of Educational Aspirations and Sample Area

Sample Area	LEA Category: University	Teacher's Coll. or Nurse Train.	Business or Tech.-Voc.	No Education Beyond H. S.	Total	No. Cases
Interlake	25.3	41.9	21.4	11.4	100.0	360
Central Plains	35.2	37.3	23.3	4.2	100.0	236
Suburban	51.5	25.6	14.1	8.8	100.0	262
TOTAL	36.0	35.7	19.7	8.6	100.0	858

$P < .01$; $C = .246$; $\overline{C} = .313$

TABLE 5-a

Percent Distribution of Male Students by Level of Occupational Aspirations and Size of Place of Residence

Place of Residence	LOA Scale Scores 0-35	36-45	46-55	56+	Total	No. Cases
Farm	32.7	31.5	24.1	11.7	100.0	324
Non-farm under 500	23.2	31.7	33.8	11.3	100.0	142
500-2499	26.7	32.7	24.2	16.4	100.0	165
2500 & over	17.5	27.8	33.6	21.1	100.0	327
TOTAL	25.1	30.5	28.8	15.6	100.0	958

$P < .01$; $C = .189$; $\overline{C} = .226$

TABLE 5-b

Percent Distribution of Female Students by Level of Occupational Aspirations and Size of Place of Residence

Place of Residence	LOA Scale Scores 0-35	36-45	46-55	56+	Total	No. Cases
Farm	19.4	38.0	38.2	4.4	100.0	366
Non-farm under 500	22.6	39.5	29.0	8.9	100.0	124
500-2499	11.4	36.2	44.8	7.6	100.0	105
2500 & over	10.7	34.0	45.1	10.2	100.0	244
TOTAL	16.3	36.8	39.7	7.2	100.0	839

$P < .01$; $C = .174$; $\overline{C} = .208$

TABLE 5-c

Percent Distribution of Male Students by Level of Educational Aspirations and Size of Place of Residence

Place of Residence	LEA Category: University	Other Post H.S. Education	No Education Beyond H. S.	Total	No. Cases
Farm	51.4	37.0	11.6	100.0	319
Non-farm under 500	60.2	27.5	12.3	100.0	138
500-2499	54.0	33.6	12.4	100.0	161
2500 & over	71.3	23.1	5.6	100.0	321
TOTAL	60.0	30.2	9.8	100.0	939

$P < .01$; $C = .181$; $\overline{C} = .230$

TABLE 5-d

Percent Distribution of Female Students by Level of Educational Aspirations and Size of Place of Residence

Place of Residence	LEA Category: University	Teacher's Coll. or Nurse Train.	Business or Tech.-Voc.	No Education Beyond H. S.	Total	No. Cases
Farm	26.8	39.9	24.6	8.7	100.0	366
Non-farm under 500	29.0	42.0	19.1	9.9	100.0	131
500-2499	36.2	37.2	17.1	9.5	100.0	105
2500 & over	53.0	25.7	14.2	7.1	100.0	253
TOTAL	36.0	35.7	19.8	8.5	100.0	855

$P < .01$; $C = .237$; $\overline{C} = .283$

TABLE 6-a

Percent Distribution of Male Students by Level of Occupational Aspirations and Socioeconomic Status

SES Score	LOA Scale Scores					
	0-35	36-45	46-55	56+	Total	No. Cases
1-5	39.4	33.8	19.7	7.1	100.0	71
6-7	32.2	29.8	27.3	10.7	100.0	205
8	25.1	35.1	26.9	12.9	100.0	171
9	22.1	28.9	30.5	18.5	100.0	249
10	20.2	29.3	28.7	21.8	100.0	188
11	13.2	26.3	40.8	19.7	100.0	76
TOTAL	25.0	30.4	28.9	15.7	100.0	960

$P < .01$; $C = .199$; $\overline{C} = .227$

TABLE 6-b

Percent Distribution of Female Students by Level of Occupational Aspirations and Socioeconomic Status

SES Score	LOA Scale Scores					
	0-35	36-45	46-55	56+	Total	No. Cases
1-5	28.6	44.4	25.4	1.6	100.0	63
6-7	21.5	36.4	36.4	5.7	100.0	195
8	19.2	35.9	40.4	4.5	100.0	156
9	13.7	37.4	39.6	9.3	100.0	182
10	10.5	39.0	42.4	8.1	100.0	172
11	8.0	25.3	52.0	14.7	100.0	75
TOTAL	16.5	36.7	39.6	7.2	100.0	843

$P < .01$; $C = .223$; $\overline{C} = .254$

TABLE 6-c

Percent Distribution of Male Students by Level of Educational Aspirations and Socioeconomic Status

SES Scores	LEA Category: University	Other Post H. S. Education	No Education Beyond H. S.	Total	No. Cases
1-5	31.4	47.2	21.4	100.0	70
6-7	53.8	35.2	11.0	100.0	199
8	55.1	33.5	11.4	100.0	167
9	63.8	28.5	7.7	100.0	246
10	69.8	22.5	7.7	100.0	182
11	75.0	19.7	5.3	100.0	76
TOTAL	59.8	30.3	9.9	100.0	940

$P < .01$; $C = .218$; $\overline{C} = .265$

TABLE 6-d

Percent Distribution of Female Students by Level of Educational Aspirations and Socioeconomic Status

SES Scores	LEA Category: University	Teacher's Coll. or Nurse Train.	Business or Tech.-Voc.	No Education Beyond H. S.	Total	No. Cases
1-5	14.8	42.6	31.1	11.5	100.0	61
6-7	21.9	42.9	24.0	11.2	100.0	196
8	31.8	38.2	20.4	9.6	100.0	157
9	37.2	33.5	20.4	8.9	100.0	191
10	47.8	32.8	14.4	5.0	100.0	180
11	68.1	18.1	8.3	5.5	100.0	72
TOTAL	36.0	35.7	19.7	8.6	100.0	857

$P < .01$; $C = .287$; $\overline{C} = .327$

TABLE 7-a

Percent Distribution of Male Students by Level of
Occupational Aspirations and Prestige Level of Father's Occupation

Prestige Level	LOA Scale Scores 0-35	36-45	46-55	56+	Total	No. Cases
High	7.8	17.8	47.8	26.6	100.0	90
Medium High	12.2	29.6	31.3	26.9	100.0	115
Medium Low	28.4	31.7	26.7	13.2	100.0	529
Low	33.4	29.2	25.7	11.7	100.0	171
TOTAL	25.2	29.6	29.2	16.0	100.0	905

$P < .01$; $C = .254$; $\overline{C} = .303$

TABLE 7-b

Percent Distribution of Female Students by Level of
Occupational Aspirations and Prestige Level of Father's Occupation

Prestige Level	LOA Scale Scores 0-35	36-45	46-55	56+	Total	No. Cases
High	7.8	35.1	50.6	6.5	100.0	77
Medium High	4.5	34.3	46.3	14.9	100.0	67
Medium Low	16.7	36.6	40.1	6.6	100.0	549
Low	25.9	38.9	28.7	6.5	100.0	108
TOTAL	16.1	36.6	40.1	7.2	100.0	801

$P < .01$; $C = .184$; $\overline{C} = .220$

TABLE 7-c

Percent Distribution of Male Students by Level of Educational Aspirations and Prestige Level of Father's Occupation

Prestige Level	LEA Category				
	University	Other Post H. S. Education	No Education Beyond H. S.	Total	No. Cases
High	84.9	12.8	2.3	100.0	86
Medium High	74.3	20.4	5.3	100.0	113
Medium Low	55.1	33.2	11.7	100.0	521
Low	52.4	35.1	12.5	100.0	168
TOTAL	60.0	30.0	10.0	100.0	888

$P < .01$; $C = .212$; $\overline{C} = .270$

TABLE 7-d

Percent Distribution of Female Students by Level of Educational Aspirations and Prestige Level of Father's Occupation

Prestige Level	LEA Category					
	University	Teacher's Coll. or Nurse Train.	Business or Tech.-Voc.	No Education Beyond H. S.	Total	No. Cases
High	70.1	19.5	5.2	5.2	100.0	77
Medium High	54.3	32.9	7.1	5.7	100.0	70
Medium Low	32.1	38.0	21.4	8.5	100.0	555
Low	25.2	35.7	25.2	13.9	100.0	115
TOTAL	36.6	35.5	19.2	8.7	100.0	817

$P < .01$; $C = .273$; $\overline{C} = .326$

TABLE 8-a

Percent Distribution of Male Students by Level of Occupational Aspirations and Educational Achievement of Father

Achievement Category	LOA Scale Scores 0-35	36-45	46-55	56+	Total	No. Cases
0-4 years	36.1	30.9	21.7	11.3	100.0	97
5-8 years	30.3	35.8	24.5	9.4	100.0	363
Some H. S.	20.9	28.2	33.2	17.7	100.0	277
H. S. Graduate	19.4	28.2	30.6	21.8	100.0	124
Post H. S.	12.5	18.2	37.5	31.8	100.0	88
TOTAL	25.1	30.4	28.8	15.7	100.0	949

$P < .01$; $C = .250$; $\overline{C} = .290$

TABLE 8-b

Percent Distribution of Female Students by Level of Occupational Aspirations and Educational Achievement of Father

Achievement Category	LOA Scale Scores 0-35	36-45	46-55	56+	Total	No. Cases
0-4 years	23.0	33.7	37.3	6.0	100.0	83
5-8 years	17.7	41.7	35.3	5.8	100.0	326
Some H. S.	17.2	37.0	38.7	7.1	100.0	238
H. S. Graduate	11.0	27.0	48.0	14.0	100.0	100
Post H. S.	10.7	29.9	53.5	5.9	100.0	84
TOTAL	16.4	36.6	39.8	7.2	100.0	831

$P < .01$; $C = .178$; $\overline{C} = .206$

TABLE 8-c

Percent Distribution of Male Students by Level of Educational Aspirations and Educational Achievement of Father

Achievement Category	LEA Category				
	University	Other Post H. S. Education	No Education Beyond H. S.	Total	No. Cases
0-4 years	40.4	42.6	17.0	100.0	94
5-8 years	53.1	35.1	11.8	100.0	356
Some H. S.	64.6	28.4	7.0	100.0	271
H. S. Graduate	69.4	22.3	8.3	100.0	121
Post H. S.	78.6	14.3	7.1	100.0	84
TOTAL	59.6	30.4	10.0	100.0	926

$P < .01$; $C = .211$; $\overline{C} = .260$

TABLE 8-d

Percent Distribution of Female Students by Level of Educational Aspirations and Educational Achievement of Father

Achievement Category	LEA Category					
	University	Teacher's Coll. Or Nurse Train.	Business or Tech.-Voc.	No Education Beyond H. S.	Total	No. Cases
0-4 years	21.4	40.5	23.8	14.3	100.0	84
5-8 years	27.4	40.4	23.5	8.7	100.0	332
Some H. S.	36.1	36.1	19.6	8.2	100.0	244
H. S. Graduate	49.0	30.8	12.5	7.7	100.0	104
Post H. S.	68.3	20.7	4.9	6.1	100.0	82
TOTAL	35.9	36.1	19.3	8.7	100.0	846

$P < .01$; $C = .273$; $\overline{C} = .316$

TABLE 9-a

Percent Distribution of Male Students by Level of
Occupational Aspirations and Educational Achievement of Mother

Achievement Category	LOA Scale Scores 0-35	36-45	46-55	56+	Total	No. Cases
0-4 years	32.7	34.7	24.5	8.1	100.0	49
5-8 years	36.7	31.0	24.6	7.7	100.0	297
Some H. S.	22.2	32.9	27.2	17.7	100.0	316
H. S. Graduate	15.8	29.7	33.8	20.7	100.0	222
Post H. S.	9.4	17.2	43.8	29.6	100.0	64
TOTAL	24.9	30.6	28.9	15.6	100.0	948

$P < .01$; $C = .267$; $\overline{C} = .309$

TABLE 9-b

Percent Distribution of Female Students by Level of
Occupational Aspirations and Educational Achievement of Mother

Achievement Category	LOA Scale Scores 0-35	36-45	46-55	56+	Total	No. Cases
0-4 years	25.0	38.6	31.8	4.6	100.0	44
5-8 years	19.9	41.4	33.8	4.9	100.0	266
Some H. S.	16.4	33.4	42.7	7.5	100.0	281
H. S. Graduation	11.1	35.2	44.2	9.5	100.0	199
Post H. S.	10.0	34.0	44.0	12.0	100.0	50
TOTAL	16.3	36.7	39.8	7.2	100.0	840

$P < .05$; $C = .159$; $\overline{C} = .184$

TABLE 9-c

Percent Distribution of Male Students by Level of Educational Aspirations and Educational Achievement of Mother

Achievement Category	LEA Category				
	University	Other Post H. S. Education	No Education Beyond H. S.	Total	No. Cases
0-4 years	42.9	38.8	18.3	100.0	49
5-8 years	44.7	42.3	13.0	100.0	291
Some H. S.	62.5	26.6	10.9	100.0	312
H. S. Graduate	72.7	22.7	4.6	100.0	216
Post H. S.	83.9	12.9	3.2	100.0	62
TOTAL	59.7	30.3	10.0	100.0	930

$P < .01$; $C = .261$; $\overline{C} = .322$

TABLE 9-d

Percent Distribution of Female Students by Level of Educational Aspirations and Educational Achievement of Mother

Achievement Category	LEA Category					
	University	Teacher's Coll. or Nurse Train.	Business or Tech.-Voc.	No Education Beyond H. S.	Total	No. Cases
0-4 years	19.1	46.8	14.9	19.2	100.0	47
5-8 years	24.1	37.1	28.0	10.8	100.0	278
Some H. S.	34.8	39.7	17.7	7.8	100.0	282
H. S. Graduate	50.2	29.4	14.4	6.0	100.0	201
Post H. S.	68.7	22.9	6.3	2.1	100.0	48
TOTAL	36.0	35.9	19.5	8.6	100.0	856

$P < .01$; $C = .289$; $\overline{C} = .335$

TABLE 10-a

Percent Distribution of Male Students by Level of
Occupational Aspirations and Strength of Father's Encouragement to Continued Education

Perceived Level of Encouragement	LOA Scale Scores					
	0-35	36-45	46-55	56+	Total	No. Cases
Strong	20.5	28.0	31.5	20.0	100.0	585
Some, Little or None	32.4	33.8	24.4	9.4	100.0	352
TOTAL	25.0	30.2	28.8	16.0	100.0	937

$P < .01$; $C = .187$; $\overline{C} = .256$

TABLE 10-b

Percent Distribution of Female Students by Level of
Occupational Aspirations and Strength of Father's Encouragement to Continued Education

Perceived Level of Encouragement	LOA Scale Scores					
	0-35	36-45	46-55	56+	Total	No. Cases
Strong	12.1	34.3	44.6	9.0	100.0	478
Some, Little or None	22.6	38.7	34.0	4.7	100.0	341
TOTAL	16.5	36.1	40.2	7.2	100.0	819

$P < .01$; $C = .172$; $\overline{C} = .236$

TABLE 10-c

Percent Distribution of Male Students by Level of
Educational Aspirations and Strength of Father's Encouragement to Continued Education

Perceived Level of Encouragement	LEA Category				
	University	Other Post H. S. Education	No Education Beyond H. S.	Total	No. Cases
Strong	65.7	25.8	8.5	100.0	574
Some, Little or None	50.0	37.6	12.4	100.0	346
TOTAL	59.8	30.2	10.0	100.0	920

$P < .01$; $C = .153$; $\overline{C} = .223$

TABLE 10-d

Percent Distribution of Female Students by Level of
Educational Aspirations and Strength of Father's Encouragement to Continued Education

Perceived Level of Encouragement	LEA Category					
	University	Teacher's Coll. or Nurse Train.	Business or Tech.-Voc.	No Education Beyond H. S.	Total	No. Cases
Strong	43.3	33.5	16.9	6.3	100.0	480
Some, Little or None	26.5	39.2	22.2	12.1	100.0	355
TOTAL	36.2	35.9	19.2	8.7	100.0	835

$P < .01$; $C = .183$; $\overline{C} = .251$

TABLE 11-a

Percent Distribution of Male Students by Level of
Occupational Aspirations and Strength of Mother's Encouragement to Continued Education

Perceived Level of Encouragement	LOA Scale Scores					
	0-35	36-45	46-55	56+	Total	No. Cases
Strong	22.6	29.4	30.9	17.1	100.0	703
Some, Little or None	30.4	34.0	23.7	11.9	100.0	253
TOTAL	24.7	30.6	29.0	15.7	100.0	956

$P < .01$; $C = .113$; $\overline{C} = .155$

TABLE 11-b

Percent Distribution of Female Students by Level of
Occupational Aspirations and Strength of Mother's Encouragement to Continued Education

Perceived Level of Encouragement	LOA Scale Scores					
	0-35	36-45	46-55	56+	Total	No. Cases
Strong	12.0	35.1	43.9	9.0	100.0	569
Some, Little or None	25.6	39.6	31.1	3.7	100.0	270
TOTAL	16.3	36.6	39.8	7.3	100.0	839

$P < .01$; $C = .204$; $\overline{C} = .279$

TABLE 11-c

Percent Distribution of Male Students by Level of
Educational Aspirations and Strength of Mother's Encouragement to Continued Education

Perceived Level of Encouragement	LEA Category				
	University	Other Post H. S. Education	No Education Beyond H. S.	Total	No. Cases
Strong	63.2	27.8	9.0	100.0	688
Some, Little or None	50.2	36.9	12.9	100.0	249
TOTAL	59.8	30.2	10.0	100.0	937

$P < .01$; $C = .117$; $\overline{C} = .171$

TABLE 11-d

Percent Distribution of Female Students by Level of
Educational Aspirations and Strength of Mother's Encouragement to Continued Education

Perceived Level of Encouragement	LEA Category					
	University	Teacher's Coll. of Nurse Train.	Business or Tech.-Voc.	No Education Beyond H. S.	Total	No. Cases
Strong	40.2	36.0	17.4	6.4	100.0	575
Some, Little or None	27.4	35.2	24.2	13.2	100.0	281
TOTAL	36.0	35.7	19.6	8.7	100.0	856

$P < .01$: $C = .162$; $\overline{C} = .222$

TABLE 12-a

Percent Distribution of Male Students by Level of
Occupational Aspirations and Number of Schools Attended, Grades 1 through 8

No. Schools Attended	LOA Scale Scores 0-35	36-45	46-55	56+	Total	No. Cases
1	31.1	29.2	26.0	13.7	100.0	431
2	27.4	34.5	27.8	10.3	100.0	223
3	11.7	29.4	39.9	19.0	100.0	163
4 or more	16.8	30.0	26.6	26.6	100.0	143
TOTAL	24.8	30.6	28.9	15.7	100.0	960

$P < .01$; $C = .222$; $\overline{C} = .265$

TABLE 12-b

Percent Distribution of Female Students by Level of
Occupational Aspirations and Number of Schools Attended, Grades 1 through 8

No. Schools Attended	LOA Scale Scores 0-35	36-45	46-55	56+	Total	No. Cases
1	18.6	36.9	39.9	4.6	100.0	388
2	15.1	38.2	36.2	10.5	100.0	199
3	14.6	35.0	42.3	8.1	100.0	123
4 or more	13.8	35.4	41.6	9.2	100.0	130
TOTAL	16.4	36.7	39.6	7.3	100.0	840

$P > .05$ (Not significant)

TABLE 12-c

Percent Distribution of Male Students by Level of Educational Aspirations and Number of Schools Attended, Grades 1 through 8

No. Schools Attended	LEA Category: University	Other Post H. S. Education	No Education Beyond H. S.	Total	No. Cases
1	54.0	34.7	11.3	100.0	424
2	54.9	33.9	11.2	100.0	215
3	74.4	20.0	5.6	100.0	160
4 or more	68.5	22.4	9.1	100.0	143
TOTAL	59.9	30.1	10.0	100.0	942

$P < .01$; $C = .168$; $\overline{C} = .214$

TABLE 12-d

Percent Distribution of Female Students by Level of Educational Aspirations and Number of Schools Attended, Grades 1 through 8

No. Schools Attended	LEA Category: University	Teacher's Coll. or Nurse Train.	Business or Tech.-Voc.	No Education Beyond H. S.	Total	No. Cases
1	28.8	38.1	23.2	9.9	100.0	392
2	37.1	39.1	17.3	6.5	100.0	202
3	44.2	30.2	20.2	5.4	100.0	129
4 or more	47.4	29.3	12.0	11.3	100.0	133
TOTAL	36.0	35.7	19.6	8.7	100.0	856

$P < .01$; $C = .179$; $\overline{C} = .214$

TABLE 13-a

Percent Distribution of Male Students by Level of Occupational Aspirations and Number of Schools Attended, Grades 9 through 12

No. Schools Attended	LOA Scale Scores 0-35	36-45	46-55	56+	Total	No. Cases
1	27.8	30.8	28.1	13.3	100.0	548
2	21.8	29.4	29.7	19.1	100.0	330
3 or more	18.3	32.9	30.5	18.3	100.0	82
TOTAL	24.9	30.5	28.9	15.7	100.0	960

$P > .05$ (Not significant)

TABLE 13-b

Percent Distribution of Female Students by Level of Occupational Aspirations and Number of Schools Attended, Grades 9 through 12

No. Schools Attended	LOA Scale Scores 0-35	36-45	46-55	56+	Total	No. Cases
1	18.0	36.9	38.4	6.7	100.0	521
2	13.6	35.5	43.6	7.3	100.0	273
3 or more	16.7	39.6	31.2	12.5	100.0	48
TOTAL	16.5	36.6	39.7	7.2	100.0	842

$P > .05$ (Not significant)

TABLE 13-c

Percent Distribution of Male Students by Level of Educational Aspirations and Number of Schools Attended, Grades 9 through 12

No. Schools Attended	LEA Category				
	University	Other Post H. S. Education	No Education Beyond H. S.	Total	No. Cases
1	55.2	33.3	11.5	100.0	540
2	65.4	27.2	7.4	100.0	324
3 or more	70.1	19.5	10.4	100.0	77
TOTAL	59.9	30.1	10.0	100.0	941

$P < .01$; $C = .121$; $\overline{C} = .164$

TABLE 13-d

Percent Distribution of Female Students by Level of Educational Aspirations and Number of Schools Attended, Grades 9 through 12

No. Schools Attended	LEA Category					
	University	Teacher's Coll. or Nurse Train.	Business or Tech.-Voc.	No Education Beyond H. S.	Total	No. Cases
1	30.6	38.3	22.1	9.0	100.0	530
2	42.9	33.9	17.1	6.1	100.0	280
3 or more	56.2	16.7	8.3	18.8	100.0	48
TOTAL	36.0	35.7	19.7	8.6	100.0	858

$P < .01$; $C = .193$; $\overline{C} = .246$

TABLE 14

Percent Distribution of Male Students by Level of Educational Aspirations and Ethnic Background

Ethnic Background	LEA Category				
	University	Other Post H. S. Education	No Education Beyond H. S.	Total	No. Cases
British	62.3	27.7	10.0	100.0	440
German	62.8	24.3	12.9	100.0	78
Icelandic	71.6	20.9	7.5	100.0	67
Russian & Ukranian	49.7	42.5	7.8	100.0	141
Other	57.4	32.2	10.4	100.0	202
TOTAL	60.0	30.2	9.8	100.0	928

$P < .05$; $C = .136$; $\overline{C} = .168$

TABLE 15-a

Percent Distribution of Male Students by Level of Occupational Aspirations and Religious Denomination

Religious Denomination	LOA Scale Scores					
	0-35	36-45	46-55	56+	Total	No. Cases
Anglican	19.7	29.3	33.1	17.8	100.0	157
United Church	22.3	29.1	28.8	19.8	100.0	350
Lutheran	28.0	27.1	30.5	14.4	100.0	118
Ukranian Cath. & Greek Orth.	35.4	34.1	25.6	4.9	100.0	82
Roman Cath.	31.0	33.8	26.1	9.1	100.0	142
Others*	22.7	34.5	26.4	16.4	100.0	110
TOTAL	25.0	30.7	28.8	15.5	100.0	959

* not used in chi square analysis

$P < .01$; $C = .173$; $\overline{C} = .200$

TABLE 15-b

Percent Distribution of Male Students by Level of Educational Aspirations and Religious Denomination

Religious Denomination	LEA Category: University	Other Post H. S. Education	No Education Beyond H. S.	Total	No. Cases
Anglican	66.9	25.3	7.8	100.0	154
United Church	65.6	24.8	9.6	100.0	343
Lutheran	69.9	17.7	12.4	100.0	113
Ukranian Cath. & Greek Orth.	45.7	40.7	13.6	100.0	81
Roman Cath.	42.4	46.0	11.6	100.0	139
Other*	53.6	39.1	7.3	100.0	110
TOTAL	59.8	30.2	10.0	100.0	940

$P < .01$; $C = .221$; $\overline{C} = .273$

* Not used in chi square analysis

TABLE 15-c

Percent Distribution of Female Students by Level of Educational Aspirations and Religious Denomination

Religious Denomination	LEA Category: University	Teacher's Coll. or Nurse Train.	Business or Tech.-Voc.	No Education Beyond H. S.	Total	No. Cases
Anglican	35.7	35.7	15.3	13.3	100.0	143
United Church	41.1	33.8	19.0	6.1	100.0	331
Lutheran	27.1	38.8	28.2	5.9	100.0	85
Ukranian Cath. & Greek Orth.	35.1	36.5	17.6	10.8	100.0	74
Roman Cath.	25.9	43.1	21.6	9.4	100.0	116
Other*	39.1	30.9	20.0	10.0	100.0	110
TOTAL	36.0	35.7	19.7	8.6	100.0	859

$P < .05$; $C = .170$; $\overline{C} = .197$

* Not used in chi square analysis

TABLE 16-a

Percent Distribution of Male Students by Level of Occupational Aspirations and Religious Practice

Religious Practice	LOA Scale Scores					
	0-35	36-45	46-55	56+	Total	No. Cases
Active	23.5	27.4	30.3	18.8	100.0	544
Inactive	26.6	34.2	27.8	11.4	100.0	395
TOTAL	24.8	30.2	29.3	15.7	100.0	939

$P < .01$; $C = .116$; $\overline{C} = .159$

TABLE 16-b

Percent Distribution of Female Students by Level of Occupational Aspirations and Religious Practice

Religious Practice	LOA Scale Scores					
	0-35	36-45	46-55	56+	Total	No. Cases
Active	14.0	36.4	42.4	7.2	100.0	627
Inactive	23.7	37.7	31.4	7.2	100.0	207
TOTAL	16.4	36.7	39.7	7.2	100.0	834

$P < .01$; $C = .127$; $\overline{C} = .174$

TABLE 17

Percent Distribution of Female Students by Level of Educational Aspirations and Employment Away from Home

Amount of Work	LEA Category: University	Teacher's Coll. or Nurse Train.	Business or Tech.-Voc.	No Education Beyond H. S.	Total	No. Cases
Regular	47.6	22.1	18.0	12.3	100.0	122
Some	34.5	36.8	21.2	7.5	100.0	293
None	33.9	38.4	19.3	8.4	100.0	440
TOTAL	36.0	35.5	19.8	8.7	100.0	855

$P < .05$; $C = .133$; $\overline{C} = .182$

TABLE 18

Percent Distribution of Male Students by Level of Educational Aspirations and Type of Home

Home Type	LEA Category: University	Other Post H. S. Education	No Education Beyond H. S.	Total	No. Cases
Normal	59.9	30.5	9.6	100.0	843
Broken	75.0	8.8	16.2	100.0	80
TOTAL	61.2	28.6	10.2	100.0	923

$P < .01$; $C = .138$; $\overline{C} = .201$

TABLE 19-a

Percent Distribution of Male Students by Level of
Occupational Aspirations and Strength of Teachers' Encouragement to Continued Education

Level of Encouragement	LOA Scale Scores 0-35	36-45	46-55	56+	Total	No. Cases
Strong	18.7	23.6	33.2	24.5	100.0	322
Some, Little or None	28.0	34.0	26.8	11.2	100.0	632
TOTAL	24.9	30.5	28.9	15.7	100.0	954

$P < .01$; $C = .206$; $\overline{C} = .282$

TABLE 19-b

Percent Distribution of Male Students by Level of
Educational Aspirations and Strength of Teacher's Encouragement to Continued Education

Strength of Encouragement	LEA Category University	Other Post H. S. Education	No Education Beyond H. S.	Total	No. Cases
Strong	68.7	23.7	7.6	100.0	316
Some	56.9	33.7	9.4	100.0	276
Little or None	54.2	33.0	12.8	100.0	345
TOTAL	59.9	30.1	10.0	100.0	937

$P < .01$; $C = .135$; $\overline{C} = .172$

TABLE 19-c

Percent Distribution of Female Students by Level of
Educational Aspirations and Strength of Teacher's Encouragement to Continued Education

Strength of Encouragement	LEA Category University	Teacher's Coll. or Nurse Train.	Business or Tech.-Voc.	No Education Beyond H. S.	Total	No. Cases
Strong	43.6	34.4	15.6	6.4	100.0	282
Some	35.8	35.8	21.4	7.0	100.0	271
Little or none	29.4	36.3	22.1	12.2	100.0	303
TOTAL	36.1	35.5	19.8	8.6	100.0	856

$P < .01$; $C = .147$; $\overline{C} = .187$

TABLE 20-a

Percent Distribution of Male Students by Level of Occupational Aspirations and Number of Extra-Curricular Activities

No. of Activities	LOA Scale Scores 0-35	36-45	46-55	56+	Total	No. Cases
0	32.5	31.6	26.4	9.5	100.0	231
1	26.6	33.1	27.3	13.0	100.0	477
2	15.9	26.1	33.0	25.0	100.0	176
3 or more	12.3	20.6	37.0	30.1	100.0	73
TOTAL	25.0	30.5	28.8	15.7	100.0	957

$P < .01$; $C = .226$; $\overline{C} = .270$

TABLE 20-b

Percent Distribution of Female Students by Level of Occupational Aspirations and Number of Extra-Curricular Activities

No. of Activities	LOA Scale Scores 0-35	36-45	46-55	56+	Total	No. Cases
0	22.4	37.0	35.0	5.6	100.0	214
1	15.4	36.5	42.6	5.5	100.0	345
2	14.9	38.3	37.0	9.8	100.0	154
3 or more	7.7	35.9	44.4	12.0	100.0	117
TOTAL	16.0	36.9	39.9	7.2	100.0	830

$P < .05$; $C = .157$; $\overline{C} = .188$

TABLE 20-c

Percent Distribution of Male Students by Level of Educational Aspirations and Number of Extra-Curricular Acitivities

No. of Activities	LEA Category				
	University	Other Post H. S. Education	No Education Beyond H. S.	Total	No. Cases
0	50.0	36.7	13.3	100.0	226
1	59.4	31.2	9.4	100.0	468
2	69.8	21.5	8.7	100.0	172
3 or more	73.6	20.8	5.6	100.0	72
TOTAL	60.1	30.0	9.9	100.0	938

$P < .01$; $C = .154$; $\overline{C} = .196$

TABLE 20-d

Percent Distribution of Female Students by Level of Educational Aspirations and Number of Extra-Curricular Activities

No. of Activities	LEA Category					
	University	Teacher's Coll. or Nurse Train.	Business or Tech.-Voc.	No Education Beyond H. S.	Total	No. Cases
0	31.5	32.9	24.2	11.4	100.0	219
1	33.1	37.0	19.8	10.1	100.0	354
2	35.5	41.3	18.1	5.1	100.0	155
3 or more	54.7	31.6	11.1	2.6	100.0	117
TOTAL	36.1	36.0	19.4	8.5	100.0	845

$P < .01$; $C = .194$; $\overline{C} = .232$

TABLE 21-a

Percent Distribution of Male Students by Level of Occupational Aspirations and Self-Rating of Leadership Ability

Leadership Rating	LOA Scale Scores 0-35	36-45	46-55	56+	Total	No. Cases
Above Average	7.1	18.4	40.4	34.1	100.0	141
Average	26.1	32.4	28.3	13.2	100.0	717
Below Average	41.1	33.3	17.8	7.8	100.0	90
TOTAL	24.7	30.4	29.1	15.8	100.0	948

$P < .01$; $C = .283$; $\overline{C} = .360$

TABLE 21-b

Percent Distribution of Female Students by Level of Occupational Aspirations and Self-Rating of Leadership Ability

Leadership Rating	LOA Scale Scores 0-35	36-45	46-55	56+	Total	No. Cases
Above Average	11.1	20.4	50.0	18.5	100.0	54
Average	15.4	37.4	40.0	7.2	100.0	677
Below Average	25.0	40.0	33.0	2.0	100.0	100
TOTAL	16.2	36.6	39.8	7.4	100.0	831

$P < .01$; $C = .173$; $\overline{C} = .220$

TABLE 21-c

Percent Distribution of Male Students by Level of Educational Aspirations and Self-Rating of Leadership Ability

Leadership Rating	LEA Category: University	Other Post H. S. Education	No Education Beyond H. S.	Total	No. Cases
Above Average	82.0	14.4	3.6	100.0	139
Average	57.7	29.6	9.8	100.0	704
Below Average	45.0	34.8	20.2	100.0	89
TOTAL	60.1	30.0	9.9	100.0	932

$P < .01$; $C = .212$; $\overline{C} = .287$

TABLE 21-d

Percent Distribution of Female Students by Level of Educational Aspirations and Self-Rating of Leadership Ability

Leadership Rating	LEA Category: University	Teacher's Coll. or Nurse Train.	Business or Tech.-Voc.	No Education Beyond H. S.	Total	No. Cases
Above Average	65.5	18.2	12.7	3.6	100.0	55
Average	35.3	36.8	18.7	9.2	100.0	692
Below Average	27.3	36.4	29.3	7.0	100.0	99
TOTAL	36.3	35.6	19.5	8.6	100.0	846

$P < .01$; $C = .182$; $\overline{C} = .232$

TABLE 22-a

Percent Distribution of Male Students by Level of Occupational Aspirations and Educational Status of Best Friend

Educational Status	LOA Scale Scores 0-35	36-45	46-55	56+	Total	No. Cases
Attending University or Tech.	20.3	28.8	32.2	18.7	100.0	59
H. S. Graduate	28.3	34.8	26.1	10.8	100.0	46
Attending H. S.	22.8	30.1	29.9	17.2	100.0	745
H. S. Drop-out	41.4	32.3	21.2	5.1	100.0	99
TOTAL	24.9	30.4	29.0	15.7	100.0	949

$P < .01$; $C = .161$; $\overline{C} = .192$

TABLE 22-b

Percent Distribution of Male Students by Level of Educational Aspirations and Educational Status of Best Friend

Educational Status	LEA Category University	Other Post H. S. Education	No Education Beyond H. S.	Total	No. Cases
Attending University or Tech.	66.1	27.1	6.8	100.0	59
H. S. Graduate	47.8	41.3	10.9	100.0	46
Attending H. S.	63.0	27.2	9.8	100.0	732
H. S. Drop-out	39.2	49.5	11.3	100.0	97
TOTAL	60.0	30.2	9.8	100.0	934

$P < .01$; $C = .167$; $\overline{C} = .212$

TABLE 23-a

Percent Distribution of Male Students by Level of
Occupational Aspirations and Educational Status of Most Friends

Educational Status	LCA Scale Scores					
	0-35	36-45	46-55	56+	Total	No. Cases
H. S. Graduate	16.4	31.2	26.2	26.2	100.0	61
Attending H. S.	23.8	30.7	29.6	15.9	100.0	801
H. S. Drop-out	40.6	33.3	20.3	5.8	100.0	69
TOTAL	24.6	30.9	28.7	15.8	100.0	931

$P < .01$; $C = .195$; $\overline{C} = .248$

TABLE 23-b

Percent Distribution of Male Students by Level of
Educational Aspirations and Educational Status of Most Friends

Educational Status	IEA Category				
	University	Other Post H. S. Education	No Education Beyond H. S.	Total	No. Cases
H. S. Graduate	69.5	22.0	8.5	100.0	59
Attending H. S.	60.5	29.3	10.2	100.0	785
H. S. Drop-out	53.0	40.9	6.1	100.0	66
TOTAL	60.5	29.7	9.8	100.0	910

$P < .01$; $C = .189$; $\overline{C} = .256$

TABLE 24-a

Percent Distribution of Male Students and Drop-outs by Level of Occupational Aspirations

LOA Score	Students	Drop-outs	Totals
0-35	24.9	66.0	30.4
36-45	30.5	24.5	29.7
46-55	28.9	7.5	26.0
56 & over	15.7	2.0	13.9
TOTAL	100.0	100.0	100.0
No. Cases	963	147	1,110

$P < .01$; $C = .303$; $\overline{C} = .415$

TABLE 24-b

Percent Distribution of Female Students and Drop-outs by Level of Occupational Aspirations

LOA Scores	Students	Drop-outs	Totals
0-35	16.5	50.4	21.2
36-45	36.7	25.2	35.1
46-55	39.6	21.5	37.1
56 & over	7.2	2.9	6.6
TOTAL	100.0	100.0	100.0
No. Cases	843	135	978

$P < .01$; $C = .276$; $\overline{C} = .378$

TABLE 25-a

Percent Distribution of Male Students and Drop-outs by Level of Educational Aspirations

LEA Category	Students	Drop-outs	Totals
University	59.9	20.9	54.3
Other Post H. S.	30.2	42.4	31.9
No Further Education	9.9	36.7	13.8
TOTAL	100.0	100.0	100.0
No. Cases	944	158	1,102

$P < .01$; $C = .307$; $\overline{C} = .448$

TABLE 25-b

Percent Distribution of Female Students and Drop-outs by Level of Educational Aspirations

LEA Category	Students	Drop-outs	Totals
University	36.0	9.2	31.3
Teach. Coll. - Nursing	35.7	29.9	34.7
Bus., Tech., or Voc.	19.7	25.0	20.6
No Further Education	8.6	35.9	13.4
TOTAL	100.0	100.0	100.0
No. Cases	859	184	1,043

$P < .01$; $C = .339$; $\overline{C} = .464$

TABLE 26-a

Percent Distribution of Male Students and Drop-outs by Measured Intelligence

I. Q. Score	Students	Drop-outs	Totals
Below 90	11.7	41.0	16.7
90-110	46.1	48.7	46.5
111-120	23.7	6.4	20.8
121 & over	18.5	3.9	16.0
TOTAL	100.0	100.0	100.0
No. Cases	767	156	923

$P < .01$; $C = .317$; $\overline{C} = .434$

TABLE 26-b

Percent Distribution of Female Students and Drop-outs by Measured Intelligence

I. Q. Score	Students	Drop-outs	Totals
Below 90	13.8	45.7	20.3
90-110	48.9	44.0	47.9
111-120	21.6	6.0	18.4
121 & over	15.7	4.3	13.4
TOTAL	100.0	100.0	100.0
No. Cases	722	184	906

$P < .01$; $C = .325$; $\overline{C} = .445$

TABLE 27-a

Percent Distribution of Male Students and Drop-outs by Mean High School Examination Scores

Mean Exam Score	Students	Drop-outs	Totals
Below 50	8.7	48.7	15.3
50-59	31.1	35.1	31.8
60-69	34.7	12.3	31.0
70-79	19.3	3.9	16.7
80 & over	6.2	0.0	5.2
TOTAL	100.0	100.0	100.0
No. Cases	772	154	926

$P < .01$; $C = .406$; $\overline{C} = .540$

TABLE 27-b

Percent Distribution of Female Students and Drop-outs by Mean High School Examination Scores

Mean Exam Scores	Students	Drop-outs	Totals
Below 50	7.2	37.2	13.1
50-59	27.0	33.3	28.3
60-69	32.7	22.8	30.7
70-79	23.1	6.7	19.9
80 & over	10.0	0.0	8.0
TOTAL	100.0	100.0	100.0
No. Cases	726	180	906

$P < .01$; $C = .370$; $\overline{C} = .492$

TABLE 28-a

Percent Distribution of Male Students and Drop-outs by Size of Place of Residence While in School

Place of Residence	Students	Drop-outs	Totals
Farm	33.5	64.4	37.9
Non-farm under 500	14.8	9.4	14.0
500-2499	17.2	11.9	16.4
2500 & over	34.5	14.3	31.7
TOTAL	100.0	100.0	100.0
No. Cases	967	160	1,127

$P < .01$; $C = .220$; $\overline{C} = .301$

TABLE 28-b

Percent Distribution of Female Students and Drop-outs by Size of Place of Residence While in School

Place of Residence	Students	Drop-outs	Totals
Farm	42.7	50.6	44.1
Non-farm under 500	15.1	14.5	15.0
500-2499	12.2	16.1	12.9
2500 & over	30.0	18.8	28.0
TOTAL	100.0	100.0	100.0
No. Cases	868	186	1,054

$P < .05$; $C = .100$ $\overline{C} = .137$

TABLE 29-a

Percent Distribution of Male Students and Drop-outs by Socioeconomic Status of Family

SES Scores	Students	Drop-outs	Totals
1-5	7.3	17.5	8.8
6-7	21.2	26.9	22.0
8	17.8	17.5	17.8
9	26.2	23.7	25.8
10	19.6	10.6	18.3
11	7.9	3.8	7.3
TOTAL	100.0	100.0	100.0
No. Cases	966	160	1,126

$P < .01$; $C = .174$; $\overline{C} = .227$

TABLES 29-b

Percent Distribution of Female Students and Drop-outs by Socioeconomic Status of Family

SES Scores	Students	Drop-outs	Totals
1-5	7.2	16.2	8.8
6-7	22.8	31.9	24.4
8	18.3	22.2	19.0
9	22.3	16.8	21.3
10	20.8	7.0	18.4
11	8.6	5.9	8.1
TOTAL	100.0	100.0	100.0
No. Cases	870	185	1,055

$P < .01$; $C = .190$; $\overline{C} = .248$

TABLE 30-a

Percent Distribution of Male Students and Drop-outs by Prestige Level of Father's Occupation

Prestige Level	Students	Drop-outs	Totals
High	9.9	2.1	8.8
Medium High	12.8	6.9	12.0
Medium Low	58.3	73.8	60.4
Low	19.0	17.2	18.8
TOTAL	100.0	100.0	100.0
No. Cases	911	145	1,056

$P < .01$; $C = .128$; $\overline{C} = .175$

TABLE 30-b

Percent Distribution of Female Students and Drop-outs by Prestige Level of Father's Occupation

Prestige Level	Students	Drop-outs	Totals
High	9.4	3.5	8.4
Medium High	8.6	11.1	9.0
Medium Low	68.0	61.6	66.9
Low	14.0	23.8	15.7
TOTAL	100.0	100.0	100.0
No. Cases	828	172	1,000

$P < .01$; $C = .152$; $\overline{C} = .208$

TABLE 31-a

Percent Distribution of Male Students and Drop-outs by Educational Achievement of Father

Achievement Category	Students	Drop-outs	Totals
0-4 years	10.2	23.7	12.1
5-8 years	38.5	42.3	39.0
Some High School	29.0	24.4	28.3
High School Graduate	13.0	7.0	12.2
Post High School	9.3	2.6	8.4
TOTAL	100.0	100.0	100.0
No. Cases	952	156	1,108

$P < .01$; $C = .170$; $\overline{C} = .226$

TABLE 31-b

Percent Distribution of Female Students and Drop-outs by Educational Achievement of Father

Achievement Category	Students	Drop-outs	Totals
0-4 years	9.9	23.2	12.2
5-8 years	39.0	47.5	40.5
Some High School	28.9	21.0	27.5
High School Graduate	12.2	4.4	10.9
Post High School	10.0	3.9	8.9
TOTAL	100.0	100.0	100.0
No. Cases	858	181	1,039

$P < .01$; $C = .198$; $\overline{C} = .263$

TABLE 32-a

Percent Distribution of Male Students and Drop-outs by Educational Achievement of Mother

Achievement Category	Students	Drop-outs	Totals
0-4 years	5.2	10.3	5.9
5-8 years	31.3	47.7	33.6
Some High School	33.4	26.5	32.4
High School Graduate	23.3	13.5	22.0
Post High School	6.8	2.0	6.1
TOTAL	100.0	100.0	100.0
No. Cases	956	155	1,111

$P < .01$; $C = .169$; $\overline{C} = .225$

TABLE 32-b

Percent Distribution of Female Students and Drop-outs by Educational Achievement of Mother

Achievement Category	Students	Drop-outs	Totals
0-4 years	5.4	12.4	6.6
5-8 years	32.3	49.2	35.2
Some High School	33.2	26.5	32.0
High School Graduate	23.4	9.2	21.0
Post High School	5.7	2.7	5.2
TOTAL	100.0	100.0	100.0
No. Cases	868	185	1,053

$P < .01$; $C = .199$; $\overline{C} = .264$

TABLE 33-a

Percent Distribution of Male Students and Drop-outs by Father's Encouragement to Continued Education

Perceived Level of Encouragement	Students	Drop-outs	Totals
Strong	62.4	43.4	59.8
Some, Little or None	37.6	56.6	40.2
TOTAL	100.0	100.0	100.0
No. Cases	944	152	1,096

$P < .01$; $C = .129$; $\overline{C} = .203$

TABLE 33-b

Percent Distribution of Female Students and Drop-outs by Father's Encouragement to Continued Education

Perceived Level of Encouragement	Students	Drop-outs	Totals
Strong	57.2	34.1	53.2
Some, Little or None	42.8	65.9	46.8
TOTAL	100.0	100.0	100.0
No. Cases	846	179	1,025

$P < .01$; $C = .174$; $\overline{C} = .273$

TABLE 34-a

Percent Distribution of Male Students and Drop-outs by Mother's Encouragement to Continued Education

Perceived Level of Encouragement	Students	Drop-outs	Totals
Strong	73.4	60.9	71.7
Some, Little or None	26.6	39.1	28.3
TOTAL	100.0	100.0	100.0
No. Cases	964	156	1,120

$P < .01$; $C = .096$; $\overline{C} = .151$

TABLE 34-b

Percent Distribution of Female Students and Drop-outs by Mother's Encouragement to Continued Education

Perceived Level of Encouragement	Students	Drop-outs	Totals
Strong	67.1	43.2	62.9
Some, Little or None	32.9	56.8	37.1
TOTAL	100.0	100.0	100.0
No. Cases	868	185	1,053

$P < .01$; $C = .184$; $\overline{C} = .289$

TABLE 35-a

Percent Distribution of Male Students and Drop-outs by Number of Schools Attended, Grades 1 through 8

No. Schools Attended	Students	Drop-outs	Totals
1	44.5	52.5	45.6
2	23.1	26.3	23.6
3	17.3	13.1	16.7
4 or more	15.1	8.1	14.1
TOTAL	100.0	100.0	100.0
No. Cases	968	160	1,128

$P < .05$; $C = .087$; $\overline{C} = .119$

TABLE 35-b

Percent Distribution of Female Students and Drop-outs by Number of Schools Attended, Grades 1 through 8

No. Schools Attended	Students	Drop-outs	Totals
1	45.5	58.3	47.8
2	23.8	19.8	23.1
3	15.1	11.2	14.4
4 or more	15.6	10.7	14.7
TOTAL	100.0	100.0	100.0
No. Cases	870	187	1,057

$P < .05$; $C = .099$; $\overline{C} = .136$

TABLE 36

Percent Distribution of Male Students and Drop-outs by Ethnic Background

Ethnic Background	Students	Drop-outs	Totals
British	47.6	34.4	45.7
German	8.3	7.6	8.2
Icelandic	7.3	12.1	8.0
Russian & Ukranian	15.2	18.5	15.6
Other	21.6	27.4	22.5
TOTAL	100.0	100.0	100.0
No. Cases	956	157	1,113

$P < .05$; $C = .103$; $\overline{C} = .137$

TABLE 37-a
Percent Distribution of Male Students and Drop-outs by Religious Denomination

Religious Denomination	Students	Drop-outs	Totals
Anglican	16.4	13.1	16.0
United Church	36.3	21.9	34.2
Lutheran	12.2	19.4	13.2
Ukranian Catholic & Greek Orthodox	8.5	14.4	9.3
Roman Catholic	15.0	20.0	15.7
Other	11.6	11.2	11.6
TOTAL	100.0	100.0	100.0
No. Cases	968	160	1,128

$P < .01$; $C = .138$; $\overline{C} = .180$

TABLE 37-b
Percent Distribution of Female Students and Drop-outs by Religious Denomination

Religious Denomination	Students	Drop-outs	Totals
Anglican	16.6	15.5	16.4
United Church	38.3	27.8	36.4
Lutheran	10.0	16.0	11.0
Ukranian Catholic & Greek Orthodox	8.5	12.3	9.2
Roman Catholic	13.8	16.6	14.3
Other	12.8	11.8	12.7
TOTAL	100.0	100.0	100.0
No. Cases	872	187	1,059

$P < .05$; $C = .111$; $\overline{C} = .145$

TABLE 38-a

Percent Distribution of Male Students and Drop-outs by Religious Practice

Religious Practice	Students	Drop-outs	Totals
Active	58.2	44.4	56.3
Inactive	41.8	55.6	43.7
TOTAL	100.0	100.0	100.0
No. Cases	948	153	1,101

$P < .01$; $C = .096$; $\overline{C} = .151$

TABLE 38-b

Percent Distribution of Female Students and Drop-outs by Religious Practice

Religious Practice	Students	Drop-outs	Totals
Active	74.9	54.6	71.3
Inactive	25.1	45.4	28.7
TOTAL	100.0	100.0	100.0
No. Cases	863	183	1,046

$P < .01$; $C = .167$; $\overline{C} = .262$

TABLE 39

Percent Distribution of Female Students and Drop-outs by Work at Home

Work Category	Students	Drop-outs	Totals
Regular	70.6	64.7	69.6
Some	21.1	19.8	20.8
None	8.3	15.5	9.6
TOTAL	100.0	100.0	100.0
No. Cases	868	187	1,055

$P < .01$; $C = .093$; $\overline{C} = .136$

TABLE 40

Percent Distribution of Female Students and Drop-outs by Work Away from Home

Work Category	Students	Drop-outs	Totals
Regular	14.2	5.4	12.6
Some	34.1	34.1	34.1
None	51.7	60.5	53.3
TOTAL	100.0	100.0	100.0
No. Cases	868	185	1,053

$P < .01$; $C = .134$; $\overline{C} = .195$

TABLE 41

Percent Distribution of Female Students and Drop-outs by Teachers' Encouragement to Continued Education

Strength of Encouragement	Students	Drop-outs	Totals
Strong	32.7	25.4	31.4
Some	31.5	29.7	31.1
Little or None	35.8	44.9	37.5
TOTAL	100.0	100.0	100.0
No. Cases	868	185	1,053

$P < .05$; $C = .076$; $\overline{C} = .111$

TABLE 42

Percent Distribution of Male Students and Drop-outs by Number of Extra-Curricular Activities While in School

No. of Activities	Students	Drop-outs	Totals
0	24.2	13.4	22.7
1	49.8	59.2	51.1
2	18.5	24.2	19.3
3 or more	7.5	3.2	6.9
TOTAL	100.0	100.0	100.0
No. Cases	964	157	1,121

$P < .01$; $C = .116$; $\overline{C} = .159$

TABLE 43

Percent Distribution of Male Students and Drop-outs by Self-Rating of Leadership Ability While in School

Leadership Rating	Students	Drop-outs	Totals
Above Average	14.9	5.1	13.5
Average	75.7	76.6	75.8
Below Average	9.4	18.3	10.7
TOTAL	100.0	100.0	100.0
No. Cases	955	158	1,113

$P < .01$; $C = .132$; $\overline{C} = .193$

TABLE 44-a

Percent Distribution of Male Students and Drop-outs by Educational Status of Best Friend

Educational Status	Students	Drop-outs	Totals
Attending Univ. or Tech.	6.2	11.8	7.0
High School Graduate	4.8	10.5	5.6
Attending High School	78.3	36.9	72.6
High School Drop-out	10.7	40.8	14.8
TOTAL	100.0	100.0	100.0
No. Cases	955	152	1,107

$P < .01$; $C = .319$; $\overline{C} = .437$

TABLE 44-b

Percent Distribution of Female Students and Drop-outs by Educational Status of Best Friend

Educational Status	Students	Drop-outs	Totals
Attending Univ. or Tech.	5.0	11.4	6.0
High School Graduate	4.5	14.5	6.1
Attending High School	82.7	30.1	74.3
High School Drop-out	7.8	44.0	13.6
TOTAL	100.0	100.0	100.0
No. Cases	869	166	1,035

$P < .01$; $C = .413$; $\overline{C} = .566$

TABLE 45-a

Percent Distribution of Male Students and Drop-outs by Educational Status of Most Friends

Educational Status	Students	Drop-outs	Totals
High School Graduate	6.5	2.6	6.0
Attending High School	86.1	83.3	85.7
High School Drop-out	7.4	14.6	8.3
TOTAL	100.0	100.0	100.0
No. Cases	936	156	1,092

$P < .01$; $C = .131$; $\overline{C} = .191$

TABLE 45-b

Percent Distribution of Female Students and Drop-outs by Educational Status of Most Friends

Educational Status	Students	Drop-outs	Totals
High School Graduate	5.6	4.4	5.4
Attending High School	89.1	74.7	86.6
High School Drop-out	5.3	20.9	8.0
TOTAL	100.0	100.0	100.0
No. Cases	845	182	1,027

$P < .01$; $C = .213$; $\overline{C} = .311$